Report of the Ad Hoc Faculty Senate Task Force on the Status of Shared Governance

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Introduction

The ad hoc task force on the status of shared governance was appointed by Past Faculty Senate Chair, Amanda Phalin, to assess the state of shared governance at UF. The committee met through the fall semester of 2022 and discussed the history of shared governance at UF, reviewed best practices, and analyzed reports from 2003 and 2006 that were produced by earlier task forces. The committee prepared an extensive survey that was distributed to all salaried faculty at UF, it held eighteen listening sessions with faculty in each college, and it established a separate email address for anonymous comments by faculty.

This report summarizes the committee's findings and provides recommendations for a Faculty Senate resolution to instruct unit faculty and administration to better develop shared governance procedures in each unit. Detailed results of the survey are provided in the appendix, along with college-specific results. This task force will submit a second report providing further information on shared governance at the University level.

Charge

The charge to the Task Force was as follows:

Faculty Senate Task Force on the Status of Shared Governance
The UF Faculty Senate Chair charges the FSTFSSG with preparing a report that reviews the status of shared governance practices and procedures at the University, college, and unit levels and makes recommendations where advised. Since shared governance policies at the University of Florida have not been reviewed for more than 15 years, and the university has become a Top 5 public university during that time, the Faculty Senate seeks to ensure that shared governance policies and practices at UF are comparable to those of our peer institutions. In particular, the chair asks the task force to

- Compare UF shared governance policies and procedures with those of our peer institutions, including the University of Michigan, the University of North Carolina, the University of Virginia, Georgia Institute of Technology, and the University of Texas
- Review the implementation of recommendations made in the university's 2006 Report of the Faculty Senate-Presidential Task Force on the Implementation of Shared Governance Structure
- Review the implementation of recommendations made in the 2003 Report of the Faculty Senate-Presidential Joint Task Force on Shared Governance
- Survey unit/college faculty leadership for any recommendations to further enhance shared governance at the unit level
- Evaluate the effectiveness of university-level shared governance practices and procedures and their implementation
- Evaluate university-level adherence to state and institutional regulations regarding shared governance

The task force may make recommendations to the Senate to
- Affirm current practices and procedures and their implementation
- Strengthen current practices and procedures and their implementation
- Create new practices and procedures to improve shared governance

The task force should submit a report to the Faculty Senate Chair no later than May 31, 2023.

Shared Governance

Shared governance is a concept that has many different interpretations and is often seen by different people to serve vastly different ends. The Task Force relied on the shared governance model that has guided governance at UF since the early 2000s. That model contemplates three distinct areas of governance functions for faculty and administrators. In certain areas, such as curriculum and the criteria for tenure, promotion, and hiring, faculty have primary responsibility (determine) in consultation with administrators; in other areas, such as budgeting and operations, administrators have primary responsibility and faculty are to be consulted; and in other areas, such as strategic planning, both faculty and administrators should work together to plan and implement important academic decisions (recommend).[1]

Unfortunately, there is no one-size-fits all model of shared governance. Shared governance operates quite differently in smaller colleges that may operate similarly to larger departments, while governance in large colleges can be quite complex. Colleges like CLAS, that have primarily teaching and research functions operate differently than colleges like Medicine, Dentistry, and Veterinary Medicine where significant numbers of faculty engage in clinical service to the general public. Some colleges do not provide undergraduate teaching, like Law and some of the Health Sciences departments. Others offer many courses in non-traditional classrooms, like the colleges of the Arts and Design, Construction, and Planning. IFAS is spread across the state and its faculty have extension functions in addition to research and teaching. What constitutes service varies dramatically across the University as well. And there are numerous institutes and organizations that have unique functions, such as the Florida Museum of Natural History, Scripps, the Whitney Labs, PK Yonge, and the Libraries. UF is such a large institution with so many different functions that it would be impossible to create a shared governance paradigm that would work for everyone.

On December 5, 2003, the UF Board of Trustees adopted a resolution on shared governance, the relevant parts of which are reproduced here.

> WHEREAS the University of Florida Faculty Senate on April 26, 2000, approved the following definition and purpose of Shared Governance for consideration for inclusion in the University of Florida Constitution:

> "Shared Governance" is the participation of administrators, faculty, staff and students in the decision- and policy-making process. The purpose of shared governance is to provide avenues to University improvement and productivity through the creation of a partnership based on mutual

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[1] A pictorial representation of shared governance is available at: https://fora.aa.ufl.edu/docs/9/2020-2021/UF%20model%20of%20shared%20governance.pdf

respect and collaboration. Such shared responsibility entails working toward mutual goals established by a fully enfranchised University community and therefore collaborative participation in a) the identification of University priorities, b) the development of policy, c) defining the University's responsibility for ethical leadership, d) enhanced community partnerships, and e) the governance of the University as a whole.

WHEREAS President Young on May 2, 2003, gave the University community and the Joint Task Force his vision of shared governance:

As practiced at the leading American research universities, shared governance is a system of dual authority and responsibility, constitutionally created, in which certain decisions pertaining to university policy, rules, and procedures fall within the control of the faculty or an organization selection [sic] by and acting on their behalf. Decisions pertaining to academic matters such as curriculum and degrees would be an appropriate example. Decisions in other policy areas that the governing body has delegated to administrative authority, but that have substantial impact on the academic enterprise, are traditionally undertaken only after consultation with appropriate agencies of the faculty. Conversely, in making decisions that fall within their purview, senators are obligated to seek the counsel and advice of appropriate administrative officers.
. . .
WHEREAS the Faculty Senate, as the representative body of the University of Florida Faculty, has asked President Young to request the Board of Trustees to agree to the principles of shared governance between Faculty and Administration at the University of Florida.

THEREFORE BE IT RESOLVED:
1. The University of Florida Board of Trustees recognizes the principles of Shared Governance between Faculty and Administration as set forth in the Faculty Senate Resolution adopted April 26, 2000, and as elaborated upon by President Young on May 2, 2003;
2. The Board of Trustees, the President, and the Faculty through the Faculty Senate will begin to implement policies and procedures that recognize the principles of Shared Governance
on three levels:
a. Determination: The Board of Trustees will recognize and consider delegating to the Faculty and its representative body, the Faculty Senate, the authority to determine certain matters, which will be defined and agreed upon, relating to academic policy, including matters of curriculum and tenure and promotion policy;
b. Recommendation: The Board of Trustees will recognize and consider delegating to the Faculty and its representative body, the Faculty Senate, the authority to recommend to the President certain matters and policy relating to the areas of faculty quality and welfare, planning, budget and resource allocation, research and scholarship, and academic facilities and infrastructure.
"To recommend" means to reach a decision jointly, such decision not to be overturned by the President without further discussion with the Faculty representatives and an effort to find a solution satisfactory to all members of the University of Florida;

c. Consultation: The Board of Trustees will formally recognize that the Faculty through the Faculty Senate will have an opportunity to consult with the President (or designee) on other matters connected with the priorities and policies of the University and their implementation.

"To consult" is to have input into the decision-making process, and especially to be informed of the nature and rationale for decisions before they are made.

The Board of Trustees, through the President, and the Faculty, through the Faculty Senate, will begin to implement policies and procedures that require and facilitate the implementation of the principles of shared governance at all organizational levels of the university, from individual academic units upward.[2]

The 2003 Report that is referenced in the Board of Trustees Resolution recommended the establishment of the Senate Councils and Committees, constitutional changes needed to endow the Senate with authority to determine academic matters, and that the administration and the Trustees should commit to shared governance at the University of Florida.[3] As noted in the 2003 report, "Shared Governance is described in this document primarily at the University level. To work effectively, Shared Governance must extend to all academic units--departments and colleges or the equivalent--within the University to create both a structure and a culture of meaningful faculty participation."[4]

After the 2003 report was ratified by the Senate and the Board of Trustees, another task force was formed to study shared governance at the college and unit level. That Task Force issued its report in 2006, recommending that each college and unit have their own constitution or bylaws, that they have an elected faculty body to help implement shared governance, that they have procedures for evaluation of administrators and periodic evaluation of shared governance, and that certain faculty committees should have elected – not appointed – faculty membership. One important recommendation of the 2006 Task Force was that each unit should engage in periodic evaluation of the status of shared governance within that unit.[5] Unfortunately, with the pandemic, many regularized procedures were displaced, and shared governance has suffered.

The 2022-23 Task Force is now issuing its 2023 Report analyzing the state of shared governance at the University of Florida and providing a resolution on shared governance that it recommends to the Faculty Senate.

Summary of Findings

The Task Force obtained information about shared governance at the college and unit level through two primary mechanisms: a survey sent to all salaried faculty and 18 dedicated listening sessions, one for each college, as well as for Group One and other miscellaneous units.

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[2] Available at: https://senate.ufl.edu/media/senateufledu/site-files/uftrusteesresolutiononsharedgovernance.pdf
[3] The 2003 Report is available at:
https://www.archive.senate.ufl.edu/reports/shared_governance/2003/taskforce_report_9-04-03_5_pmr.pdf
[4] Id. at 13.
[5] The 2006 Report is available at:
https://archive.senate.ufl.edu/archives/committees/governanceTaskForce/report13.pdf

The task force also held a make-up session for all faculty, regardless of college. The results of the survey, for which we received roughly 560 responses, are reported in the appendices, including survey results broken down for each college and Group one.

In general, it appeared that most colleges and units had elected faculty bodies that were responsible for shared governance, that faculty played crucial roles in determining academic matters such as curriculum; standards for promotion, tenure, and appointments; and course content. Even in colleges where there seemed to be strong procedures of shared governance, however, there was very little consultation on matters such as budget and very often little consultation on strategic planning.

In terms of basic shared governance procedures, the majority of colleges had elected faculty councils, elected faculty membership on standing committees, processes for faculty to serve on search committees, and faculty control over course curriculum. However, a majority of faculty reported that in their colleges and units there was no process for faculty evaluation of administrators, there was no process for providing information about shared governance to new faculty, there was no formal metric to recognize and credit faculty for participating in shared governance, and a large percentage of faculty felt that administrators do not listen to faculty input when it is provided. Not surprisingly, these responses differed significantly across colleges, with some colleges reporting not only a lack of shared governance but outright antipathy toward it from college administration. One particular response of concern was to the final question whether shared governance at UF works. The vast majority of faculty answered either they strongly disagree or disagree that shared governance works. And nearly 2/5ths of faculty reported that administrators had interfered in curriculum decisions in "inappropriate ways."

The survey asked questions about both college and department level governance. Overall, satisfaction with shared governance appeared better at the unit/department level than at the college level. A majority of faculty responded that changes to shared governance are necessary, and more than half of respondents felt that shared governance at UF does not work.

Results from the listening sessions were mixed. Attendance was quite poor, with at most 20 faculty attending from large colleges, and often fewer than 5 attending from smaller colleges. In two colleges, no faculty attended the listening sessions (Dentistry and DCP). During those listening sessions, usually only a small handful participated and often to express long-standing frustration. Faculty from two colleges in particular, Law and Engineering, expressed deep concern about retaliation, antipathy toward faculty who raise questions or who seek transparency, and a general environment of obstruction of shared governance. Where shared governance procedures existed, they were ignored, and there were reports that faculty were actively discouraged from participating in governance within those colleges. Faculty from other colleges, such as Arts, Education, and HHP reported general satisfaction with shared governance in their colleges, although all faculty felt there could be better transparency and communication.

Many faculty expressed frustration with structural barriers to participation in governance, from scheduling of clinical faculty to heavy teaching and research burdens. If there is no time in the day when faculty can meet, and when many faculty are located offsite and given clinical

schedules that fill their days, meaningful participation in governance is impossible. At the same time, administrators expressed both frustration at the lack of faculty participation at times, as well as a concern that faculty are not overburdened with service. Many faculty remarked on the different functions of tenure-track and non-tenure-track faculty and different structural barriers to participation in governance. For instance, some non-tenure-track faculty in certain colleges are doing the lion's share of service, including governance, because service is required for promotion. Other non-tenure-track faculty, like those in Medicine, Dentistry, and Vet Med, are engaged in clinical services to the general public that function more like business enterprises than academic ones and they simply don't have time to attend meetings and participate in unit governance.

The increase in administrative burdens on all faculty in the past decade has also contributed to faculty burn-out and frustration. Furthermore, tenure-track or research faculty who have extensive research obligations are often structurally disadvantaged if they participate in shared governance, especially if they are spending 30-40% of their time on administrative burdens involved in grants applications and administration. These structural barriers create disincentives for faculty participation in governance, further exacerbated by the lack of formal metrics to acknowledge and compensate faculty for governance duties. Some faculty reported that their faculty assignments provide unrealistic or non-existent allocations of time for service and that any governance they do is on their own time and without recognition or compensation. The pressures to improve rankings has resulted in a drop off in service by research faculty whose promotion and compensation structures tend to reward only teaching and research.

Although the results of the listening sessions should be understood as coming from a very small, self-selected group, and often by individuals with specific complaints, their comments were generally substantiated by the survey results. A summary of the comments received during the listening sessions are provided, by college, in the appendix along with college-specific breakdowns of the survey results.

Concerning the demographics, it was noticeable that a high majority (nearly 2/3rds) of the respondents were tenure-track faculty, and a majority were full professors or master lecturers (at the top of their rank). Most were white, non-Hispanic, and heterosexual. A slight majority were women. The response rate for tenured faculty suggests that people with tenure, especially full professors, felt more comfortable responding to the survey. Anecdotally, faculty with tenure were more likely to speak in the listening sessions as well. Faculty in one college in particular, expressed discomfort in their responses to the survey on the premise that the survey was not anonymous. Although Qualtrics will indeed record who responded, the survey was set up to be anonymous, and the task force has preserved that anonymity. However, recognizing that the demographic information could be used in the smaller colleges to possibly identify respondents, the task force is not including demographic results by college.

Recommendations

In light of the survey results, the Task Force has identified the following elements of shared governance that it believes should be reviewed and instituted in each college and department/unit, recognizing that how these play out will likely differ across the different-sized

colleges and different disciplines. At a minimum, however, the task force believes these elements are foundational to effective shared governance.

1. Every college and department/unit should have a written constitution or set of rules and procedures identifying the faculty's role in governance
2. Every college should have a faculty council of elected faculty to advise the administration on matters of shared governance and serve as a conduit between faculty and administration on matters of importance to the unit
3. Every college should have elected faculty on relevant committees (curriculum, hiring, promotion and tenure, strategic planning, and others) as appropriate to the unit
4. Every college and department/unit should have a mechanism to periodically evaluate administrators in the college and department/unit
5. Faculty Senators should be elected by the faculty of the college
6. Every college and department/unit should have a mechanism to periodically evaluate the state of shared governance in the unit
7. Every college and department/unit should conform to the University Constitution's requirement that faculty be involved in the selection of deans, chairs, and directors
8. Every college and department/unit should adopt formal metrics to recognize and credit faculty participation in shared governance

In addition, the task force recommends that the Senate pass the following resolution regarding shared governance:

Resolution on the Status of Shared Governance at the University of Florida

WHEREAS the 2022-23 Task Force on Shared Governance conducted a survey of all faculty regarding shared governance procedures and implementation in their colleges, units, and departments, and

WHEREAS the Task Force conducted 18 listening sessions to hear faculty feedback on shared governance within their colleges, units, and departments, and

WHEREAS the Task Force received information that shared governance mechanisms had broken down, or were failing in certain respects, in many colleges, units, and departments, and

WHEREAS a robust system of shared governance is instrumental in achieving academic excellence and ensuring that the University of Florida is competitive in recruiting and retaining top faculty talent, and

WHEREAS the University of Florida Board of Trustees has committed itself to promoting and protecting shared governance,

THEREFORE, BE IT RESOLVED that the University of Florida Faculty Senate requests that the following actions be taken by the respective parties:

1. That the University of Florida Faculty Senate Chair tasks each faculty council to undertake a review of shared governance mechanisms within their college, unit, or department and make appropriate changes to ensure meaningful faculty participation in governance and report back their results within one year to the Faculty Senate,
2. That President Ben Sasse instructs the academic deans and directors of each college, unit, and department to work with their representative faculty bodies in assessing the state of shared governance in their units and that those deans and directors assist faculty in strengthening shared governance mechanisms through procedural changes to incorporate faculty participation and a commitment to transparency,
3. That each dean, director, or department chair works with faculty in their unit to implement a procedure for periodic evaluation of unit administrators, a periodic evaluation of shared governance, and establish a formal metric to credit faculty for their valuable participation in shared governance.
4. That the University of Florida Board of Trustees reaffirms the importance of shared governance to furthering UF's mission of becoming a top public research institution,

Conclusion

It seems beyond question that shared governance requires hard work, consistent nurturing, that support comes from the top, and commitment comes from the bottom. To ensure that shared governance remains a meaningful aspect of UF's culture of excellence, and to enable UF to gain the benefits of strong shared governance, the task force recommends that the Faculty Senate, UF administration at all levels, the Board of Trustees, and the faculty as a whole commit to strengthening shared governance at UF through the four recommendations identified in the resolution.

Appendices

A. List of survey questions and questions asked during Listening Sessions
Survey Questions

Questions 1-13 are answered with either a yes, no, or to some extent

1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
2 - Does your college have elected standing faculty committees?
3 - Does your unit / department have elected standing faculty committees?
4 - Does your college have a process to ensure that faculty serve on search committees for administrators?
5 - Does your unit/department have a process to ensure that faculty serve on search committees for faculty?
6 - Does your college have a process by which faculty evaluate college-level administrators?
7 - Does your unit have a process by which faculty evaluate unit/department-level administrators?
8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty?
9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges?
10 - Do faculty in your unit/department control decisions about course curriculum and content?
11 - When you have participated in shared governance, do you feel that the administration valued your time and input?
12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors?
13 - Does your college encourage faculty participation in shared governance at the university level?

14. How are faculty involved in your college's long-range planning? (Select all that apply)
- Faculty serve as members of long-range planning committee
- Administration communicates regularly with faculty regarding implementation progress
- Faculty Chair Long-Range planning committees
- Faculty control implementation of long-range plans

15. To what extent do faculty participate in budget matters in your unit/department? (Select all that apply)
- Faculty are not provided budget information
- Faculty are informed once or twice a year about the overall state of the unit's budget
- Faculty are only provided budget information that is already made public
- Faculty regularly receive budget reports

16. Have university, college, or unit/department administrators interfered with curriculum and/or course content in ways that you feel are inappropriate? (answer yes or no)

The following questions were to be answered on a scale of
Strongly agree   Agree   Somewhat agree   Neutral   Somewhat Disagree   Disagree

Q10_1 - The college administration has a good working relationship with the faculty.

Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.
Q10_3 - I am pleased with the shared governance structure in my college.
Q10_4 - I feel my college is responsive when faculty voice concerns.
Q10_5 - Changes to my college's shared governance model are necessary.
Q10_6 - Changes to my college's shared governance model would improve my satisfaction.
Q10_7 - The unit / department administration has a good working relationship with the faculty.
Q10_8 - I am pleased with the shared governance structure in my unit / department.
Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective.
Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like.
Q10_13 - My unit / department has regular faculty meetings where important academic matters are routinely brought to the faculty for its approval.
Q10_14 - Changes to my unit's / department's shared governance model are necessary.
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

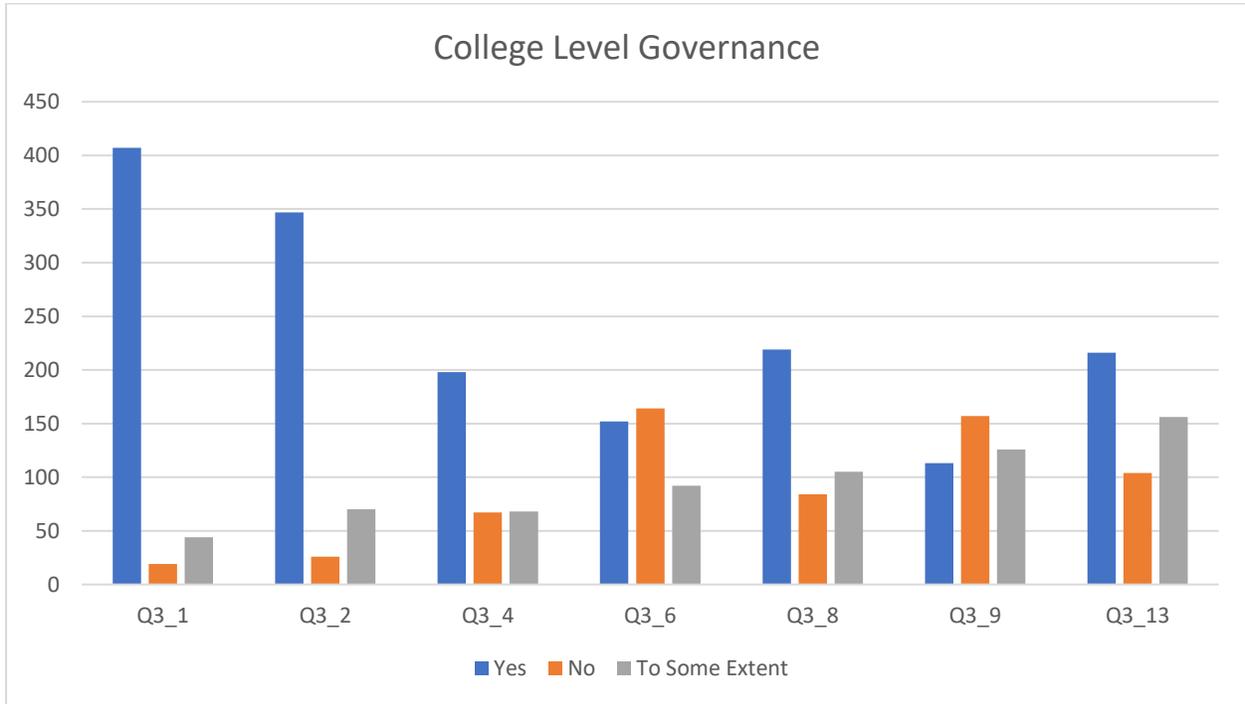The survey then asked for voluntary demographic data, which included the following:
- Please indicate whether your position is tenure-accruing or non-tenure accruing
- Faculty Rank
- Race
- Ethnicity
- Sexual Orientation
- Gender

The Listening Sessions asked attendees to:

- Describe strengths of college-level or unit-level shared governance
- Describe shortcomings of college-level or unit-level shared governance
- Describe any instances of retaliation and/or efforts to suppress shared governance
- Describe other topics of concern

B. Report of Overall Survey Results

The following results are for the entire University and include demographic results. Demographic results are not included in the individual college/unit results.

College Level Governance

	Q3_1	Q3_2	Q3_4	Q3_6	Q3_8	Q3_9	Q3_13
Yes	~407	~347	~198	~152	~219	~113	~216
No	~20	~26	~67	~164	~84	~157	~104
To Some Extent	~44	~70	~68	~92	~105	~126	~156

Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?

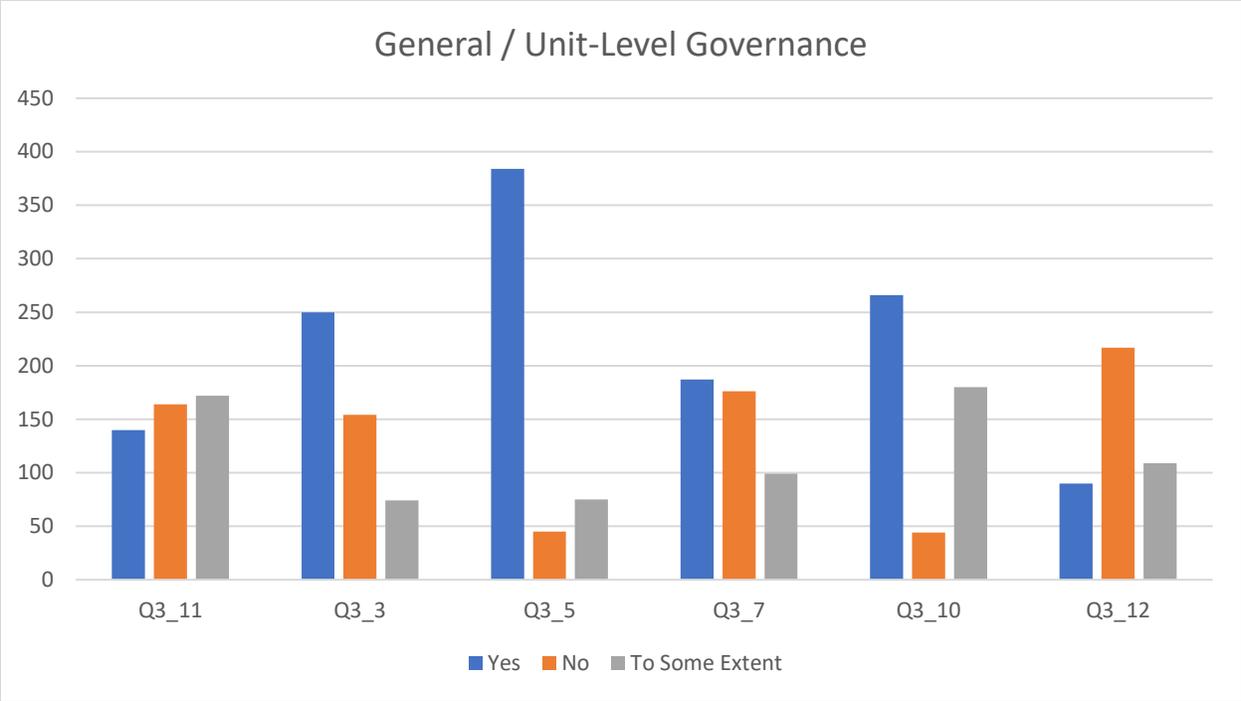Q3_2 - Does your college have elected standing faculty committees?

Q3_4 - Does your college have a process to ensure that faculty serve on search committees for administrators?

Q3_6 - Does your college have a process by which faculty evaluate college-level administrators?

Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty?

Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges?

Q3_13 - Does your college encourage faculty participation in shared governance at the university level?

General / Unit-Level Governance

Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input?
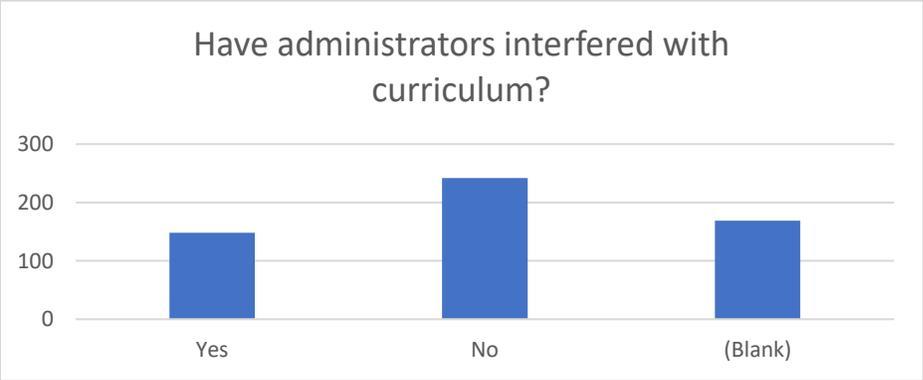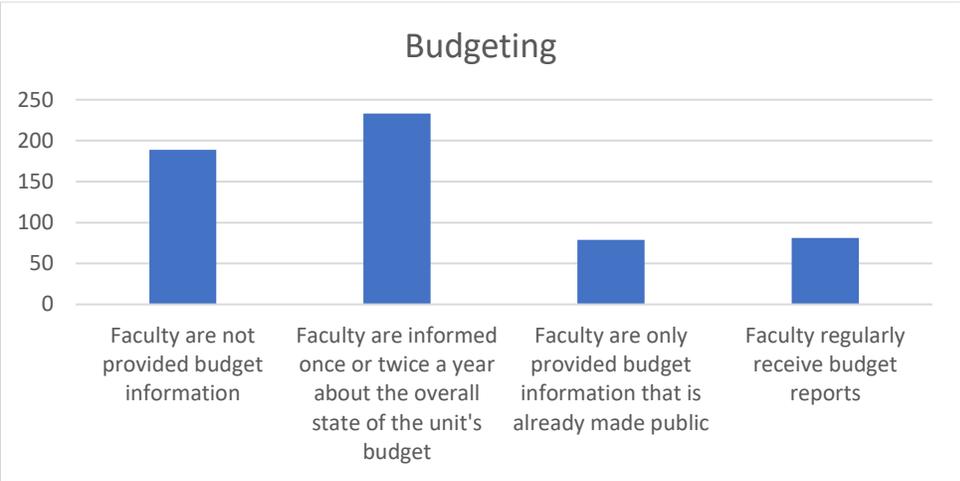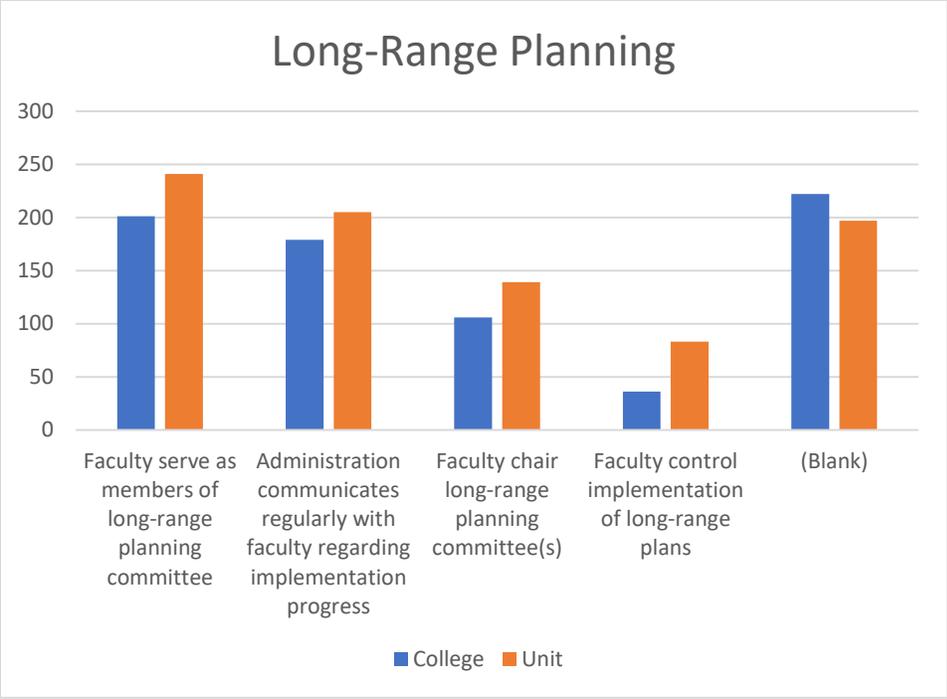
Q3_3 - Does your unit / department have elected standing faculty committees?
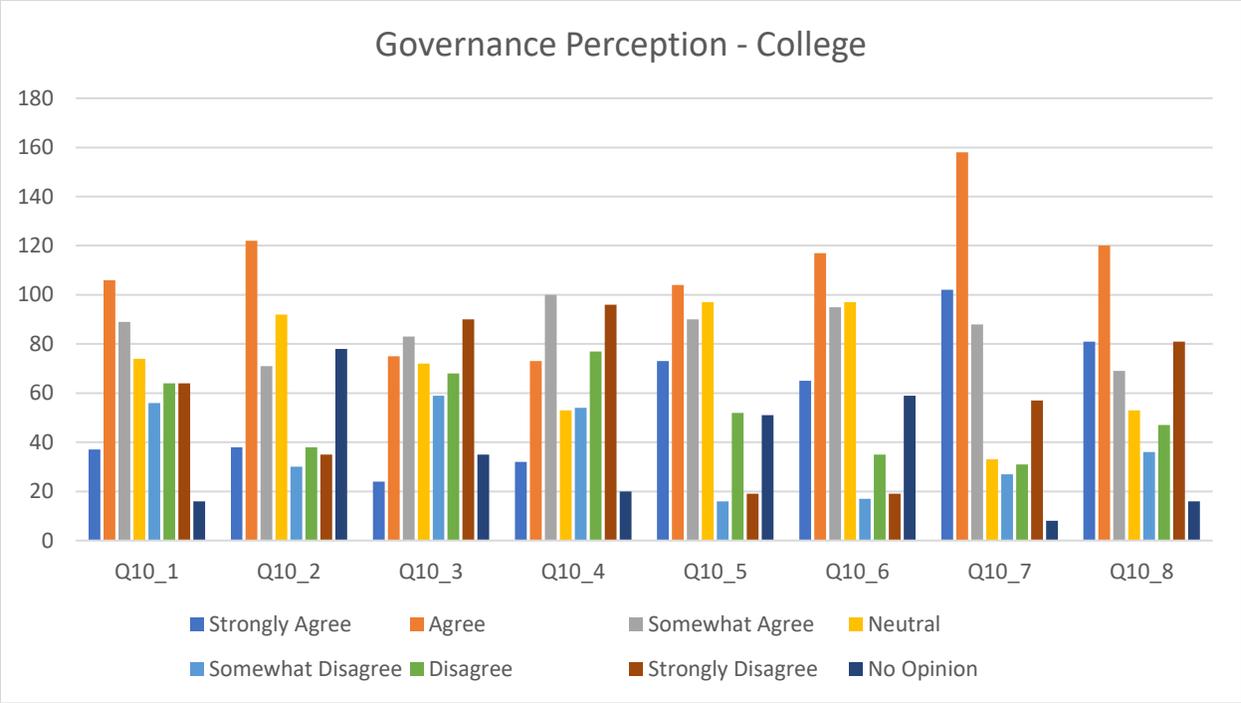
Q3_5 - Does your unit/department have a process to ensure that faculty serve on search committees for faculty?

Q3_7 - Does your unit have a process by which faculty evaluate unit/department-level administrators?

Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content?

Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors?

Long-Range Planning

Chart categories:
- Faculty serve as members of long-range planning committee — College: ~200, Unit: ~240
- Administration communicates regularly with faculty regarding implementation progress — College: ~180, Unit: ~205
- Faculty chair long-range planning committee(s) — College: ~105, Unit: ~138
- Faculty control implementation of long-range plans — College: ~35, Unit: ~82
- (Blank) — College: ~222, Unit: ~197

Legend: ■ College ■ Unit

Budgeting

- Faculty are not provided budget information — ~190
- Faculty are informed once or twice a year about the overall state of the unit's budget — ~232
- Faculty are only provided budget information that is already made public — ~78
- Faculty regularly receive budget reports — ~80

Have administrators interfered with curriculum?

- Yes — ~150
- No — ~243
- (Blank) — ~170

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.

Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.

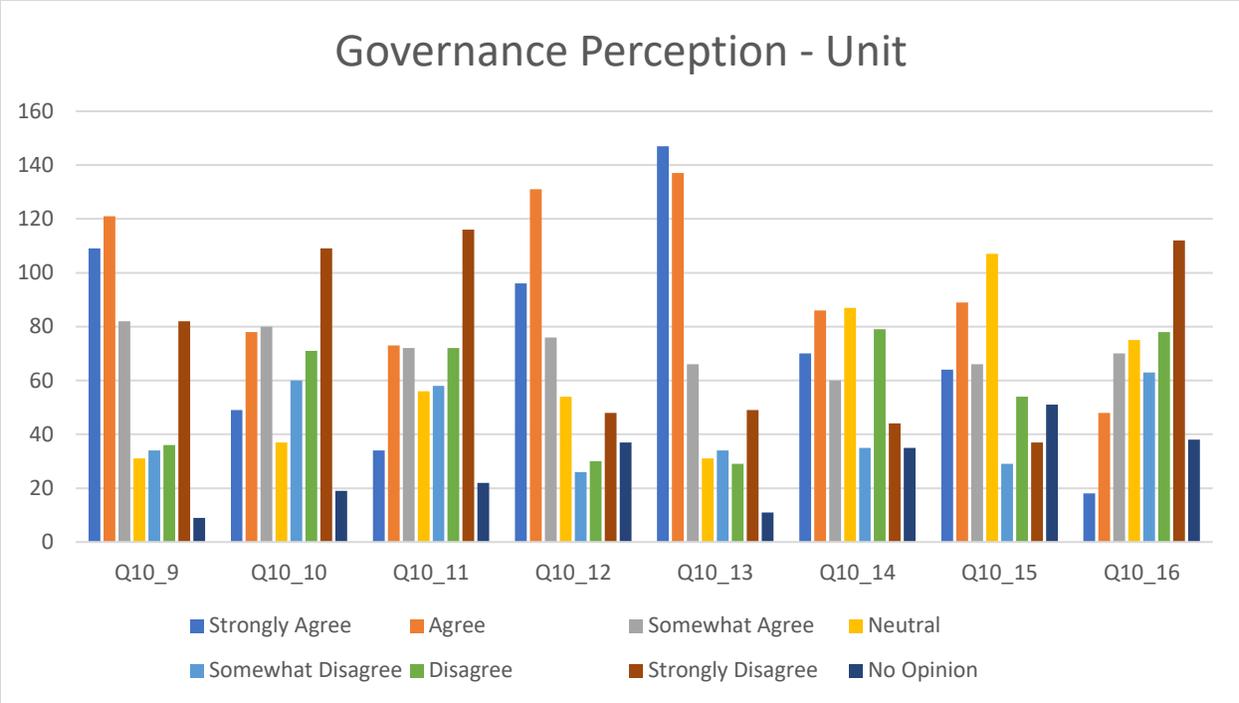Q10_3 - I am pleased with the shared governance structure in my college.

Q10_4 - I feel my college is responsive when faculty voice concerns.

Q10_5 - Changes to my college's shared governance model are necessary.

Q10_6 - Changes to my college's shared governance model would improve my satisfaction.

Q10_7 - The unit / department administration has a good working relationship with the faculty.

Q10_8 - I am pleased with the shared governance structure in my unit / department.

Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.

Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.

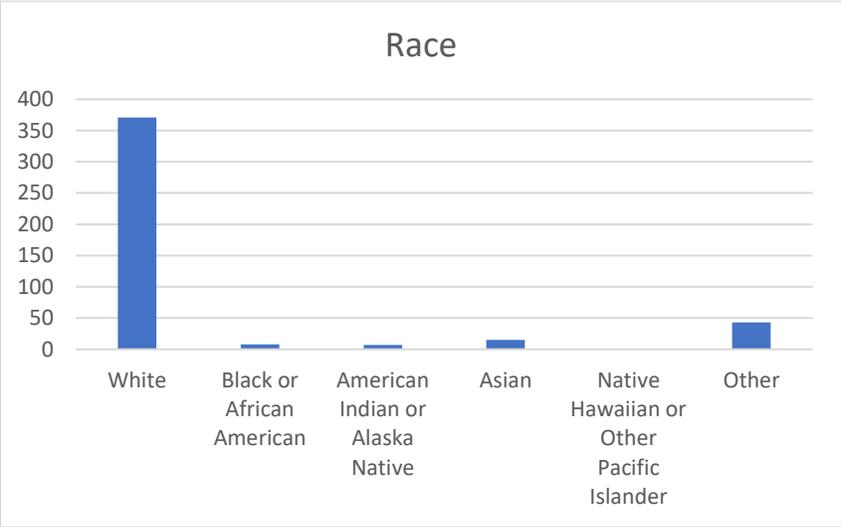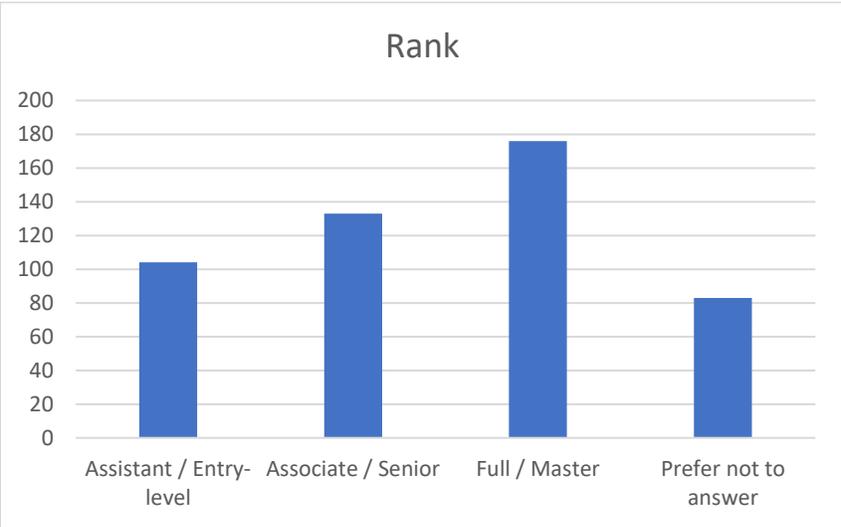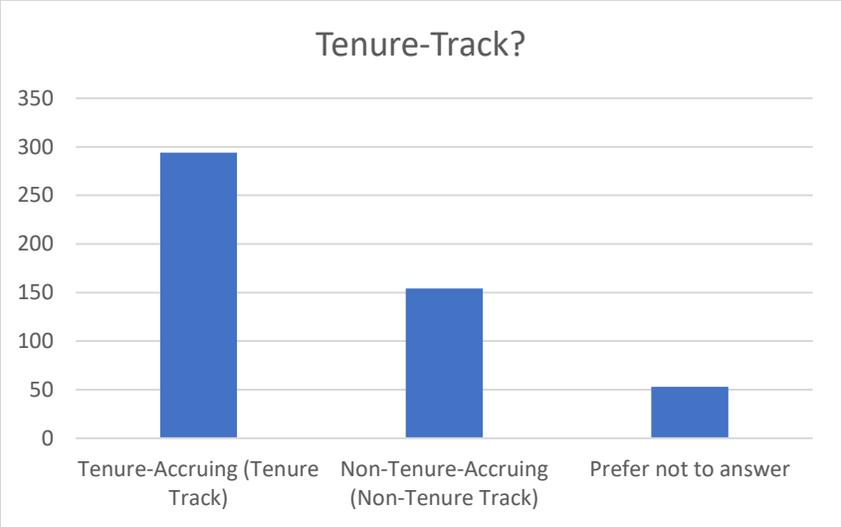Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective.

Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like.
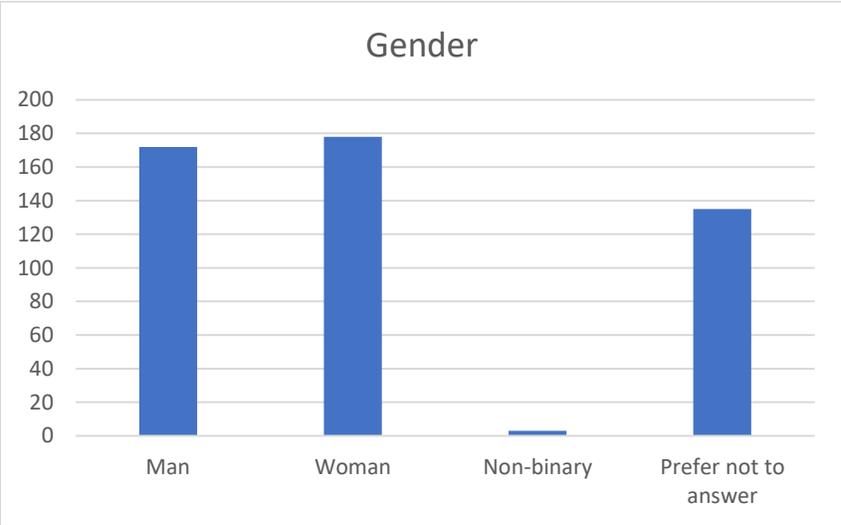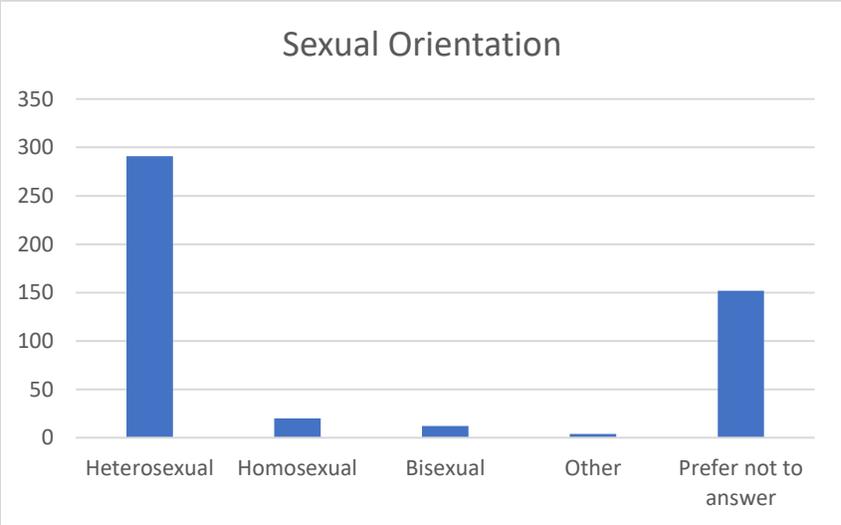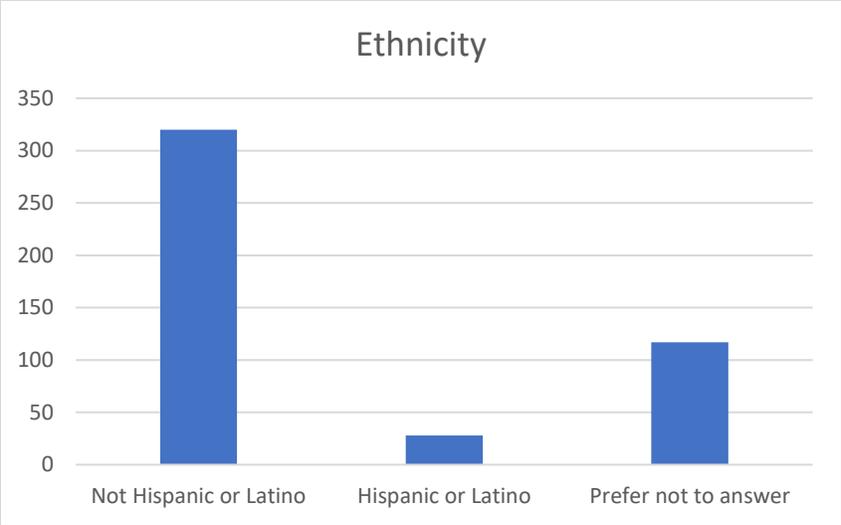
Q10_13 - My unit / department has regular faculty meetings where important academic matters are routinely brought to the faculty for its approval.

Q10_14 - Changes to my unit's / department's shared governance model are necessary.

Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
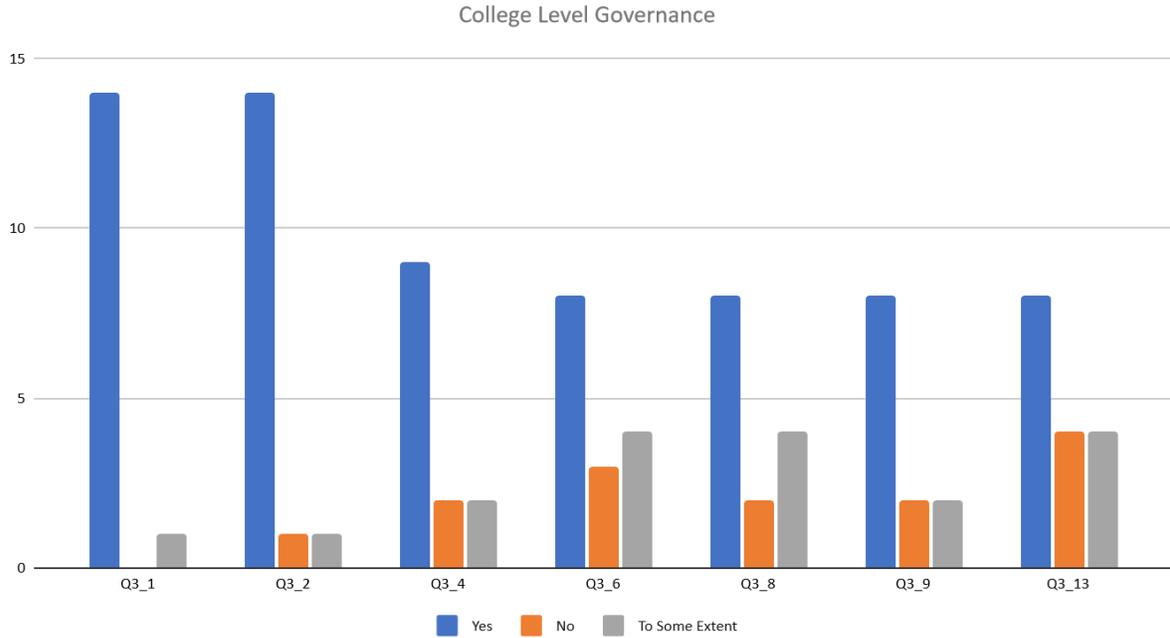
Q10_16 - Shared governance at UF works, in my experience.

Tenure-Track?

A bar chart titled "Tenure-Track?" with the vertical axis ranging from 0 to 350.
- Tenure-Accruing (Tenure Track): approximately 293
- Non-Tenure-Accruing (Non-Tenure Track): approximately 153
- Prefer not to answer: approximately 53

Rank

A bar chart titled "Rank" with the vertical axis ranging from 0 to 200.
- Assistant / Entry-level: approximately 104
- Associate / Senior: approximately 132
- Full / Master: approximately 176
- Prefer not to answer: approximately 83

Race

A bar chart titled "Race" with the vertical axis ranging from 0 to 400.
- White: approximately 370
- Black or African American: approximately 8
- American Indian or Alaska Native: approximately 8
- Asian: approximately 15
- Native Hawaiian or Other Pacific Islander: approximately 0
- Other: approximately 43

Ethnicity

Category	Value
Not Hispanic or Latino	~320
Hispanic or Latino	~28
Prefer not to answer	~118

Sexual Orientation

Category	Value
Heterosexual	~290
Homosexual	~20
Bisexual	~12
Other	~3
Prefer not to answer	~152

Gender

Category	Value
Man	~172
Woman	~178
Non-binary	~3
Prefer not to answer	~135

C. Survey Results and Notes of Listening Sessions by College
College of the Arts

Results of Survey

College Level Governance

Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
Q3_2 - Does your college have elected standing faculty committees?
Q3_4 - Does your college have a process to ensure that faculty serve on search committees for administrators?
Q3_6 - Does your college have a process by which faculty evaluate college-level administrators?
Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty?
Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges?
Q3_13 - Does your college encourage faculty participation in shared governance at the university level?

General / Unit-Level Governance

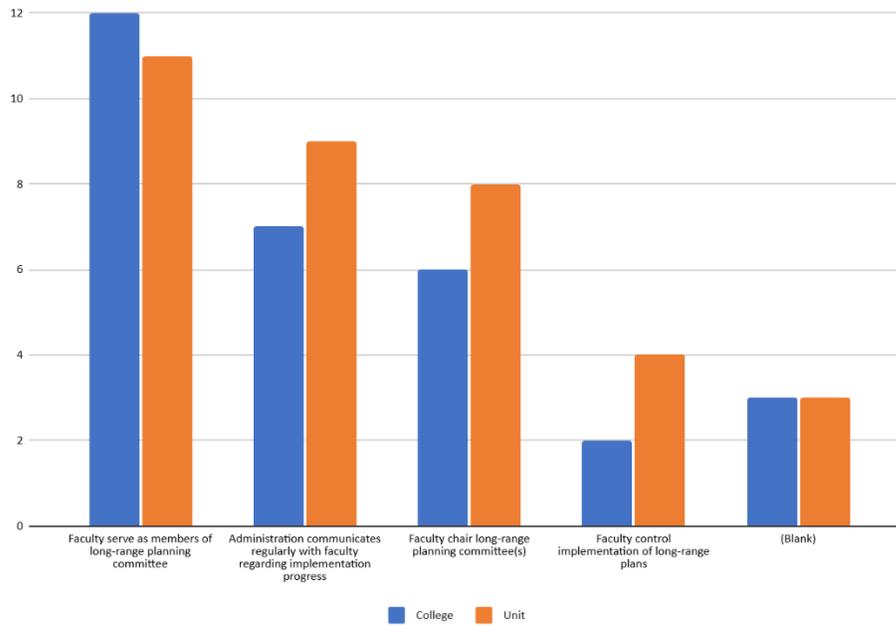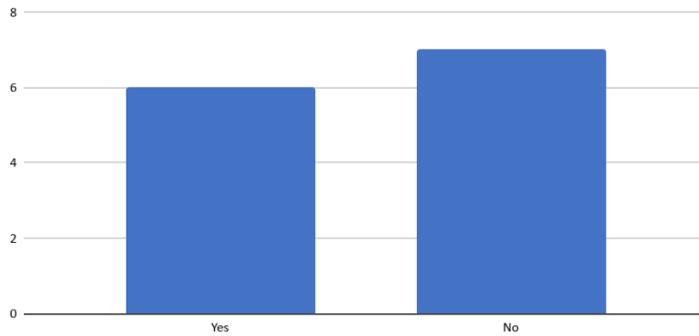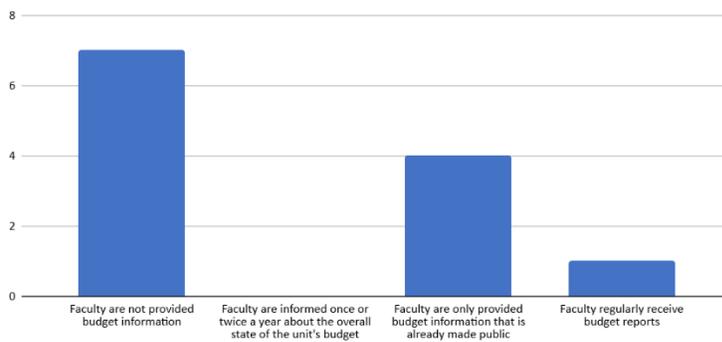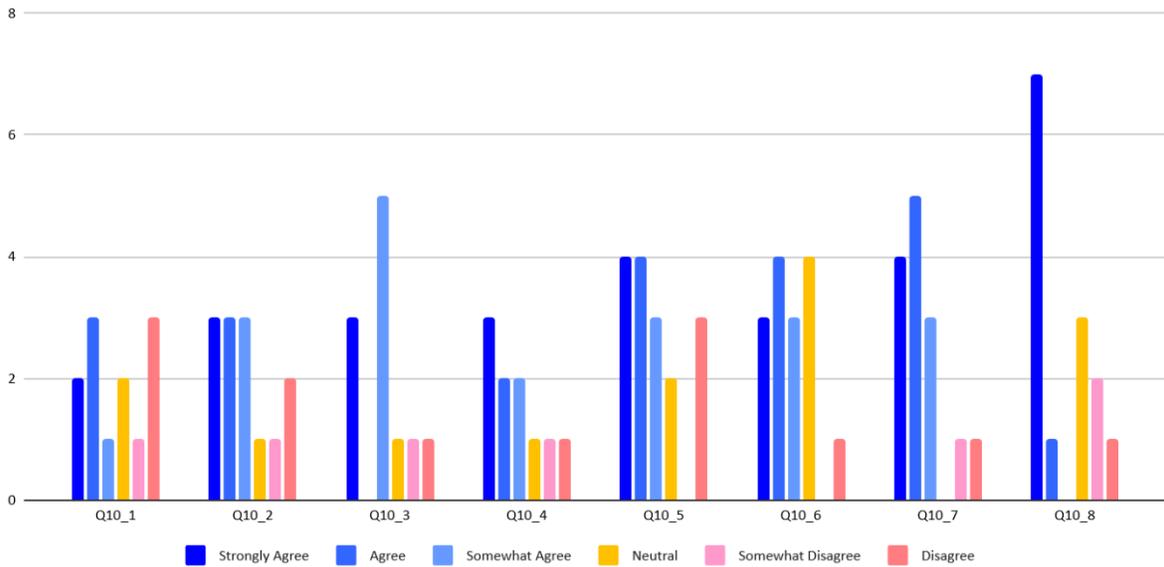| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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| Q3_3 - Does your unit / department have elected standing faculty committees? |
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| Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content? |
| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

Categories (left to right): Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Legend: College (blue), Unit (orange)

Category	College	Unit
Faculty serve as members of long-range planning committee	12	11
Administration communicates regularly with faculty regarding implementation progress	7	9
Faculty chair long-range planning committee(s)	6	8
Faculty control implementation of long-range plans	2	4
(Blank)	3	3

Have administrators interfered with curriculum?

Response	Count
Yes	6
No	7

Budgeting

Category	Count
Faculty are not provided budget information	7
Faculty are informed once or twice a year about the overall state of the unit's budget	0
Faculty are only provided budget information that is already made public	4
Faculty regularly receive budget reports	1

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
| Q10_3 - I am pleased with the shared governance structure in my college. |
| Q10_4 - I feel my college is responsive when faculty voice concerns. |
| Q10_5 - Changes to my college's shared governance model are necessary. |
| Q10_6 - Changes to my college's shared governance model would improve my satisfaction. |
| Q10_7 - The unit / department administration has a good working relationship with the faculty. |
| Q10_8 - I am pleased with the shared governance structure in my unit / department. |

Governance Perception - Unit

Legend: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.	
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.	
Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective.	
Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like.	
Q10_13 - My unit / department has regular faculty meetings where important academic matters are routinely brought to the faculty for its approval.	
Q10_14 - Changes to my unit's / department's shared governance model are necessary.	
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.	
Q10_16 - Shared governance at UF works, in my experience.	

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- Shared governance works well in COTA
- Faculty have a strong working relationship with the dean and approve of the college's strategic direction

Attendees reported the following shortcomings of college-level shared governance:

- Faculty worry that outside forces and political interference may undermine the good work of COTA's dean and shared governance bodies

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:

- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- COTA struggles to hire or retain good faculty and graduate students in the current political climate

Warrington College of Business

Survey Results

College Level Governance

Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
Q3_2 - Does your college have elected standing faculty committees?
Q3_4 - Does your college have a process to ensure that faculty serve on search committees for administrators?
Q3_6 - Does your college have a process by which faculty evaluate college-level administrators?
Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty?
Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges?
Q3_13 - Does your college encourage faculty participation in shared governance at the university level?

General / Unit-Level Governance

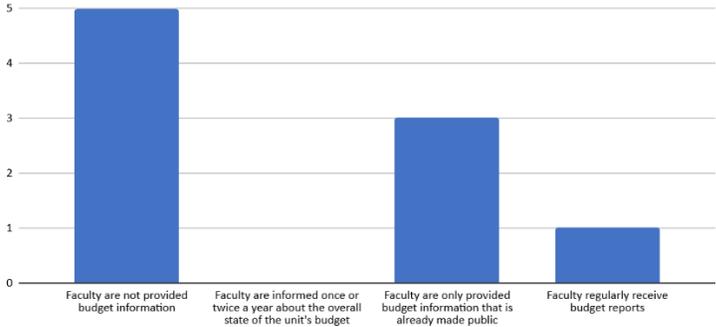| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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| Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content? |
| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

Categories (x-axis): Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Legend: College (blue), Unit (orange)

Budgeting

Categories (x-axis): Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories (x-axis): Yes; No

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
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Governance Perception - Unit

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Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Listening Session Results

Attendees described the following strengths of college-level shared governance:

- The dean provides an annual report on the college budget and WCB's strategic priorities

Attendees reported the following shortcomings of college-level shared governance:

- WCB Senators are appointed rather than elected
- WCB does not have a Faculty Council
- While faculty are generally happy with the college's direction, they have few opportunities to provide input on the college's budget, governance, or strategic priorities

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:

- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

College of Dentistry

Results of Survey

College Level Governance

Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
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General / Unit-Level Governance

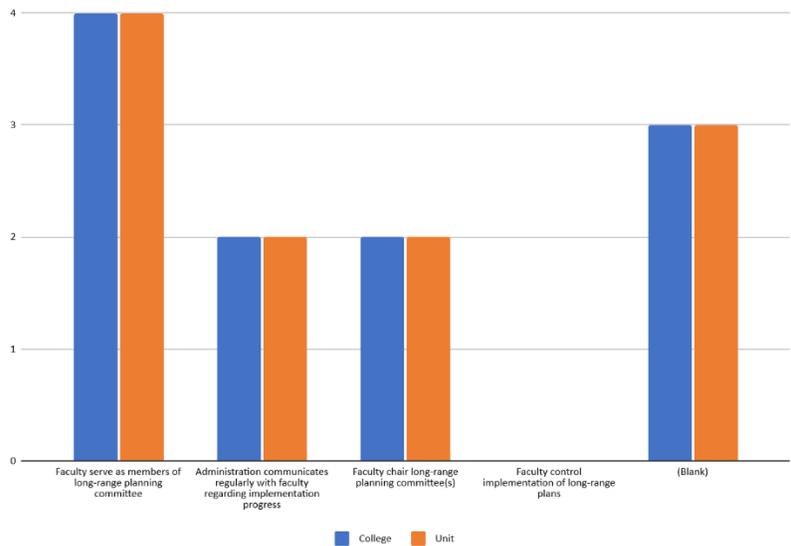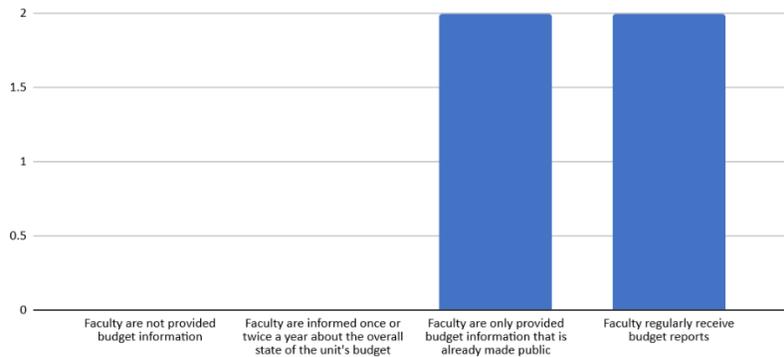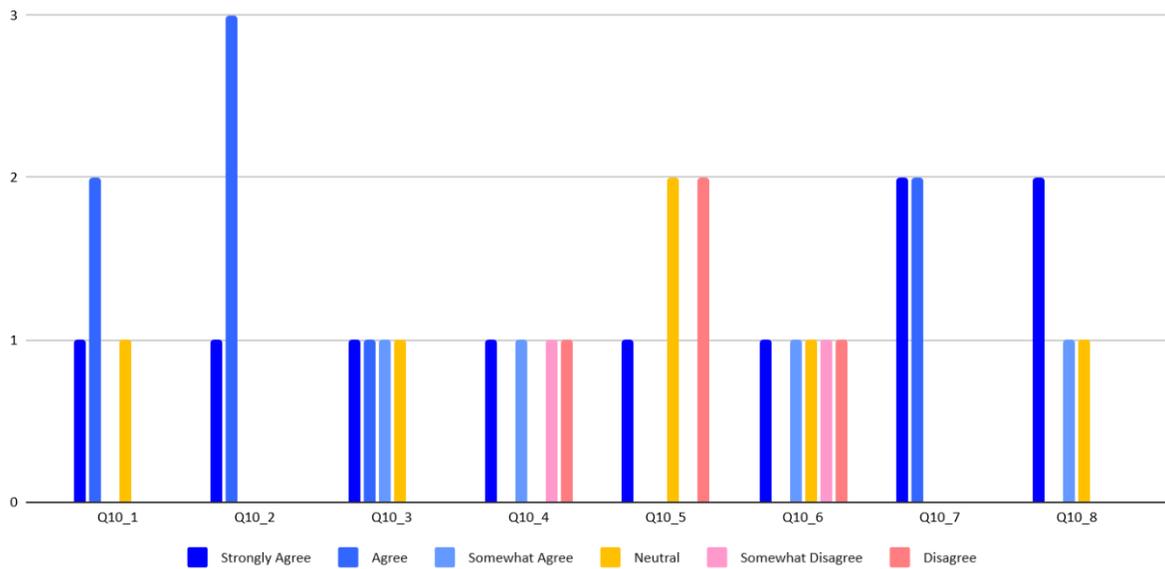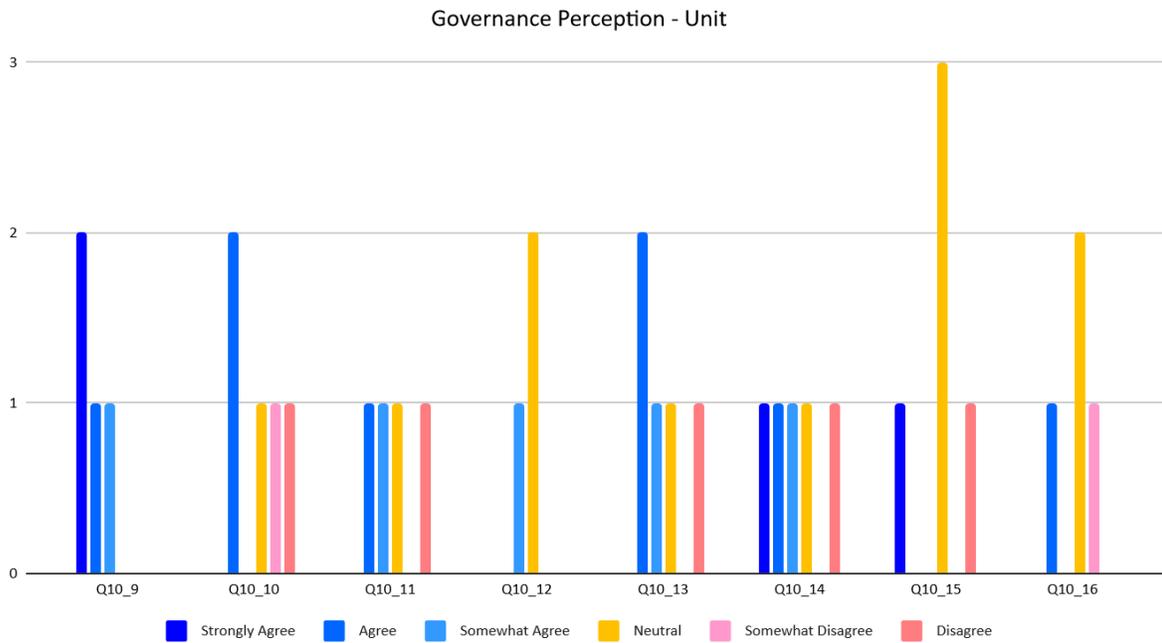| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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Long-Range Planning

| | Faculty serve as members of long-range planning committee | Administration communicates regularly with faculty regarding implementation progress | Faculty chair long-range planning committee(s) | Faculty control implementation of long-range plans | (Blank) |

Legend: ■ College ■ Unit

Budgeting

Categories: Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Yes — No

Governance Perception - College

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Governance Perception - Unit

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Q10_14 - Changes to my unit's / department's shared governance model are necessary.		
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.		
Q10_16 - Shared governance at UF works, in my experience.		

Results of Listening Session

No faculty from the college attended the listening session

College of Design, Construction, and Planning

Results of Survey

College Level Governance

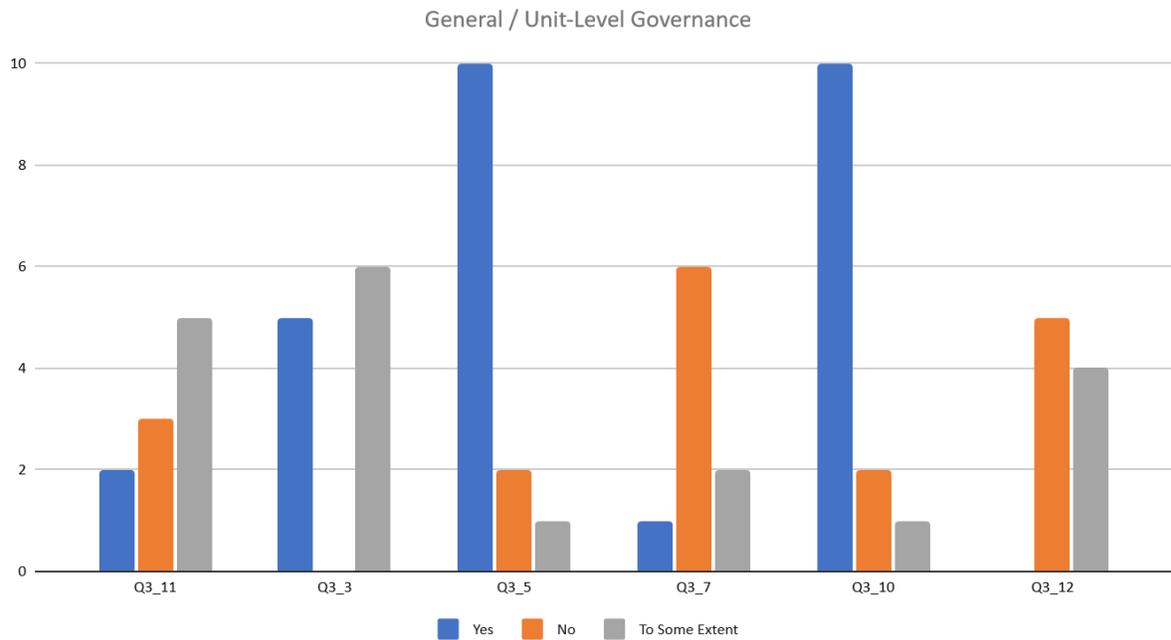|	
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General / Unit-Level Governance

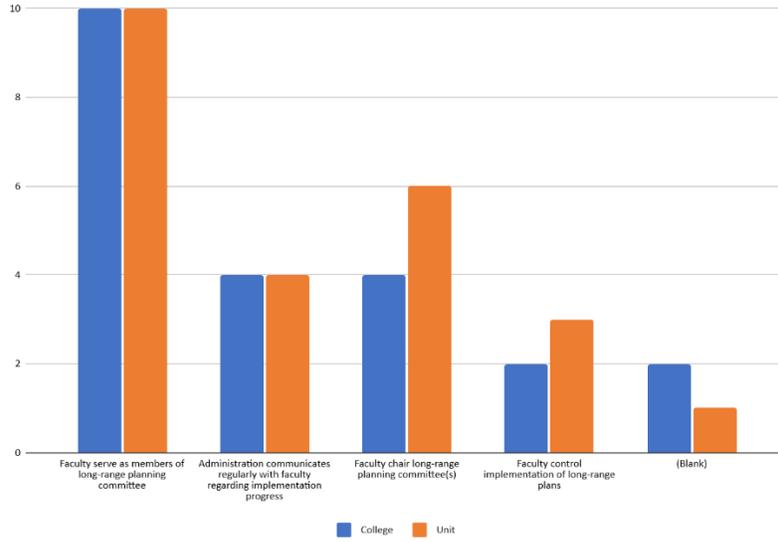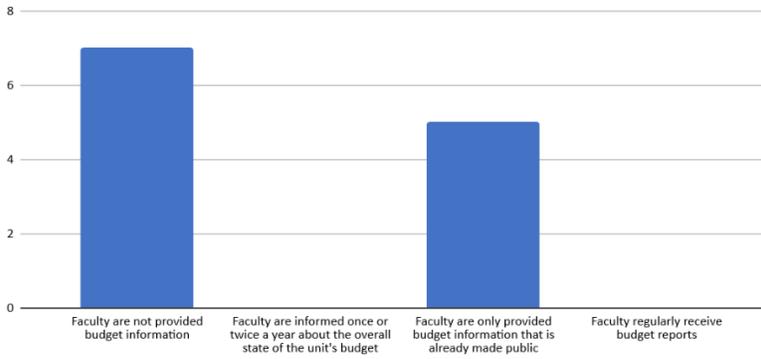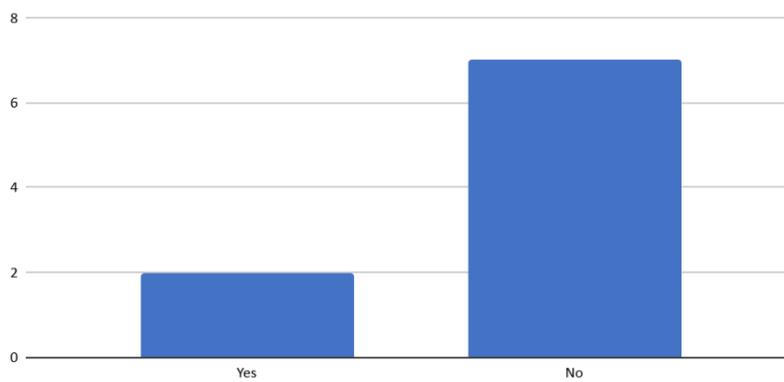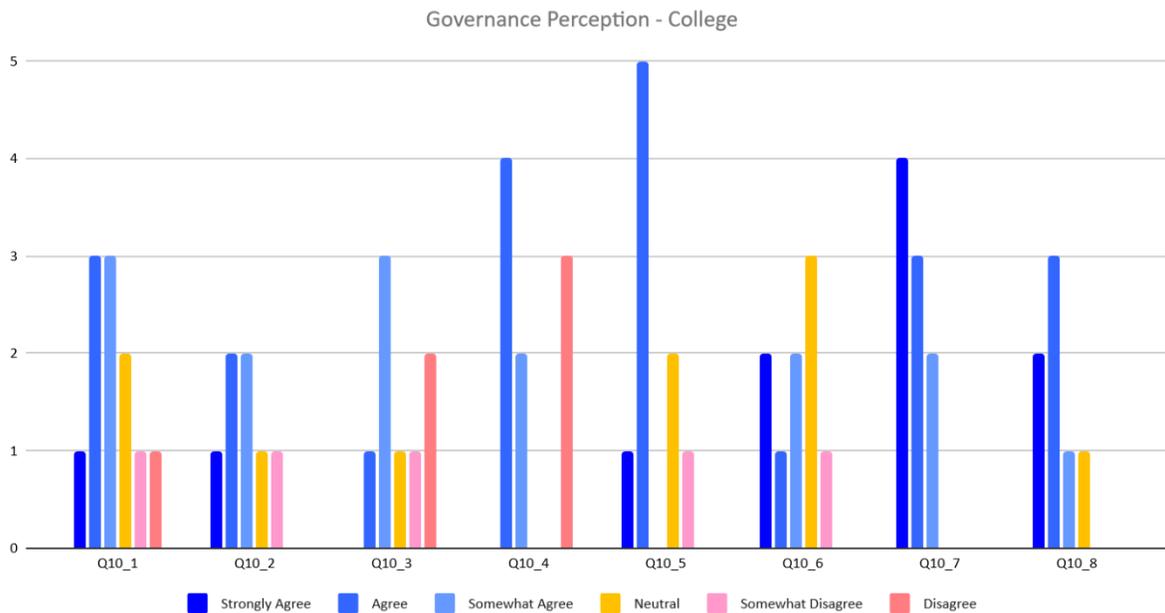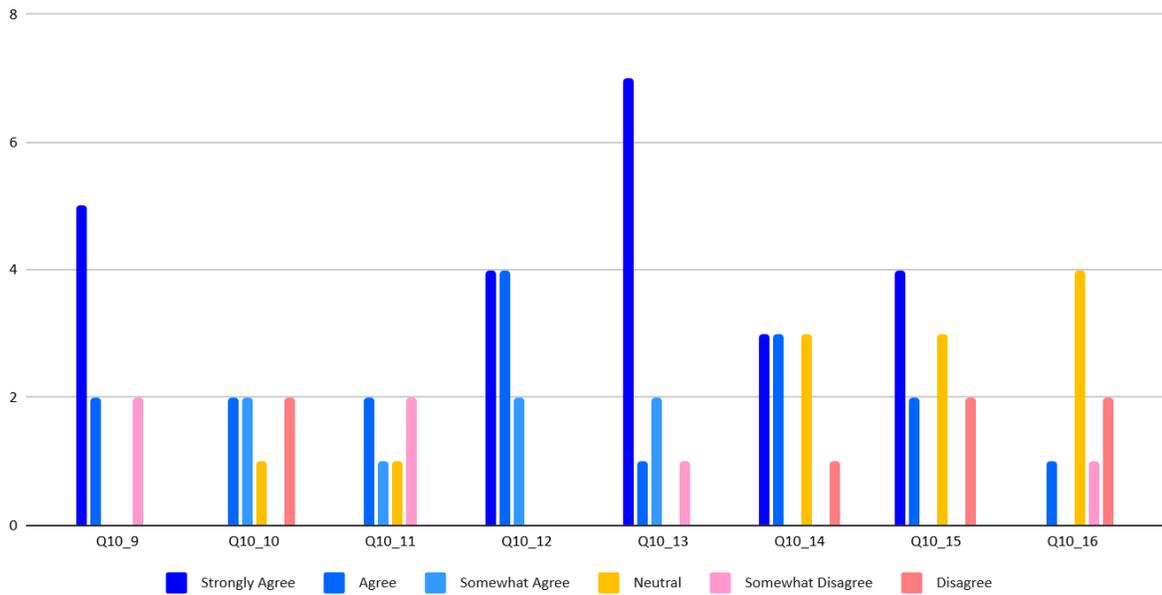| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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Long-Range Planning

	College	Unit
Faculty serve as members of long-range planning committee	10	10
Administration communicates regularly with faculty regarding implementation progress	4	4
Faculty chair long-range planning committee(s)	4	6
Faculty control implementation of long-range plans	2	3
(Blank)	2	1

Budgeting

Faculty are not provided budget information	7
Faculty are informed once or twice a year about the overall state of the unit's budget	0
Faculty are only provided budget information that is already made public	5
Faculty regularly receive budget reports	0

Have administrators interfered with curriculum?

Yes	2
No	7

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
| Q10_3 - I am pleased with the shared governance structure in my college. |
| Q10_4 - I feel my college is responsive when faculty voice concerns. |
| Q10_5 - Changes to my college's shared governance model are necessary. |
| Q10_6 - Changes to my college's shared governance model would improve my satisfaction. |
| Q10_7 - The unit / department administration has a good working relationship with the faculty. |
| Q10_8 - I am pleased with the shared governance structure in my unit / department. |

Governance Perception - Unit

| Q10_9 - I feel I am listened to when I voice concerns within my unit / department. |
| Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities. |
| Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective. |
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| Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction. |
| Q10_16 - Shared governance at UF works, in my experience. |

Results of Listening Session

No faculty from the college attended the listening session

College of Agriculture and Life Sciences / IFAS

Survey Results

College Level Governance

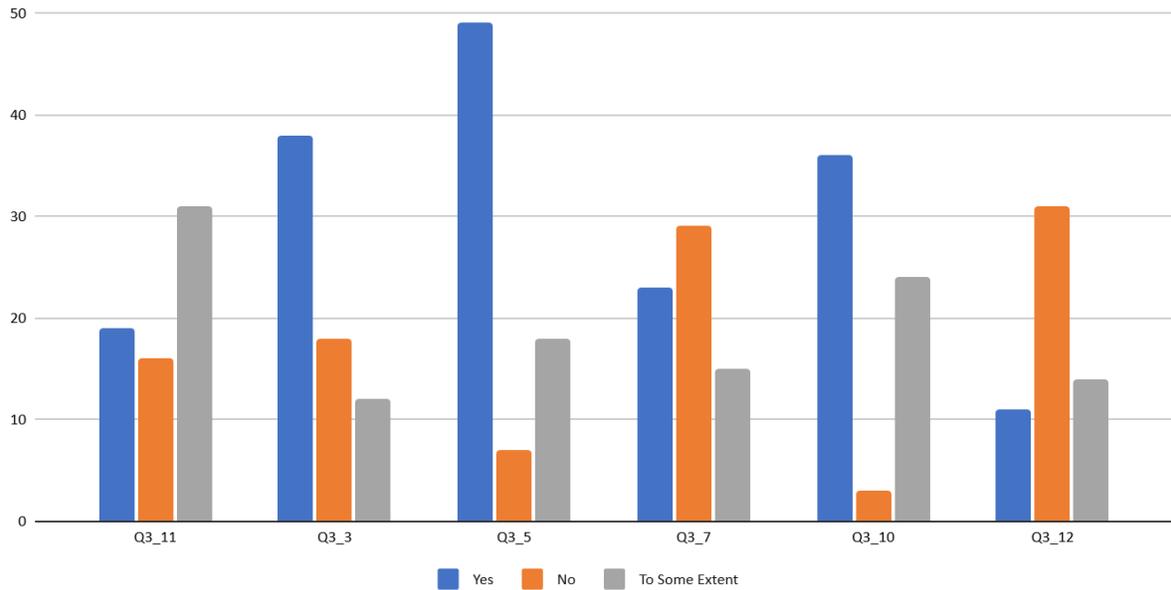| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
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General / Unit-Level Governance

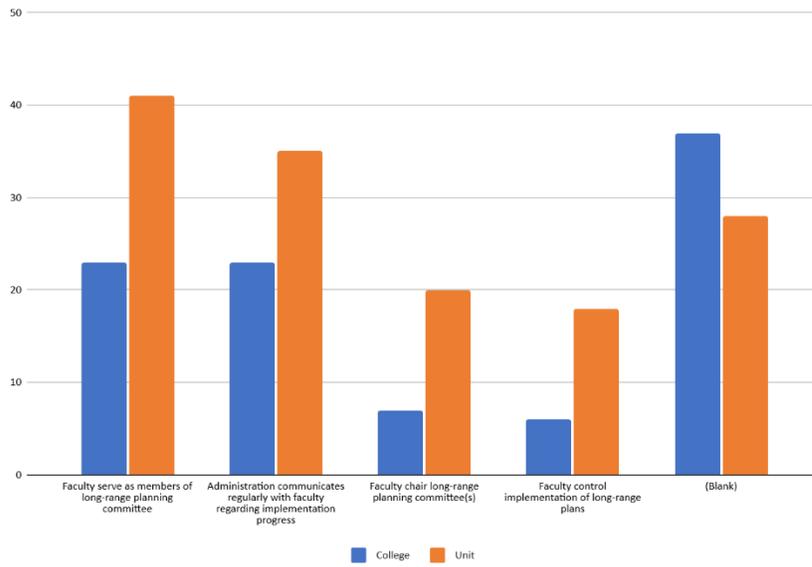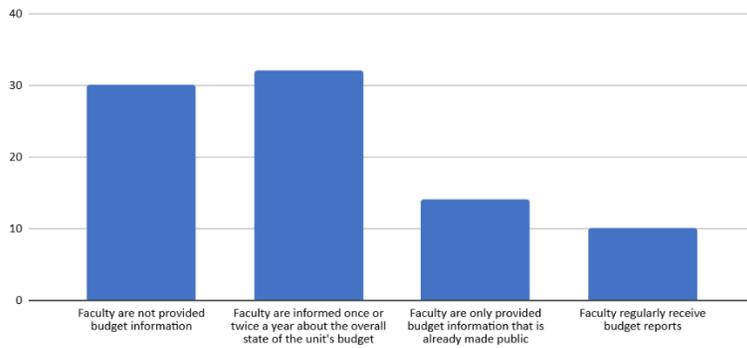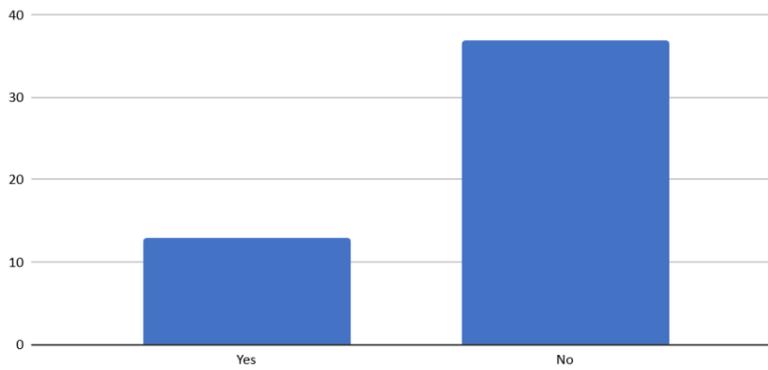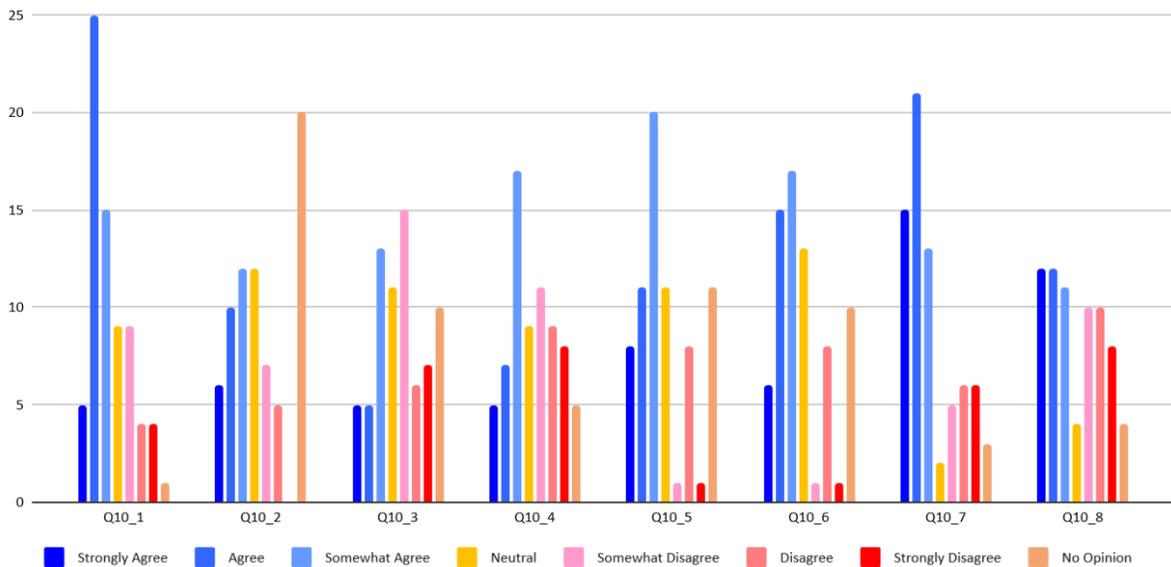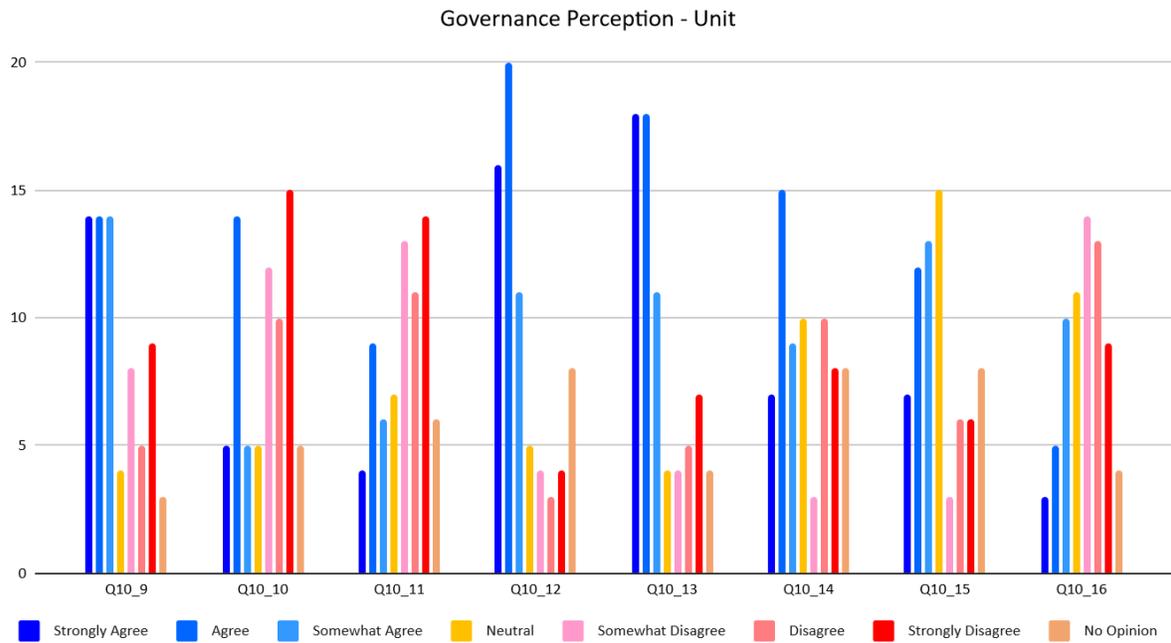| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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Long-Range Planning

Chart legend: ■ College ■ Unit

X-axis categories: Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Budgeting

X-axis categories: Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

X-axis categories: Yes; No

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
| Q10_3 - I am pleased with the shared governance structure in my college. |
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Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
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Q10_16 - Shared governance at UF works, in my experience.

Listening Session Results

Attendees described the following strengths of college-level shared governance:

- IFAS has a Faculty Assembly, which includes CALS, and is chaired by Senior VP Scott Angle; members of this assembly are elected, with faculty reportedly eager to participate in shared governance
- IFAS enjoys a significant degree of budget transparency at the departmental level, though the level of transparency varies by unit; college-level budget transparency is much weaker
- IFAS has a nine-person Extension Faculty Advisory Committee, which attendees praised as an example of effective shared governance; each outgoing member of this committee must find their successor
- IFAS Research runs a Rotator Program that allows faculty to advance a particular project or goal baking taking on an administrative role

Attendees reported the following shortcomings of college-level shared governance:

- Faculty believe that the locus of university governance has shifted from UF and its constituent colleges to the Board of Trustees
- Faculty Assembly meetings occur too infrequently; at these meetings, faculty receive budget information but do not provide input
- IFAS faculty lack a process for adding items to the Faculty Assembly agenda
- Transparency and communication, particularly with respect to budgeting, decision making, and the process of selecting leadership, are lacking in college-level shared governance
- New faculty are provided with insufficient onboarding regarding the shared governance process
- IFAS faculty are barred from participating in the faculty union

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
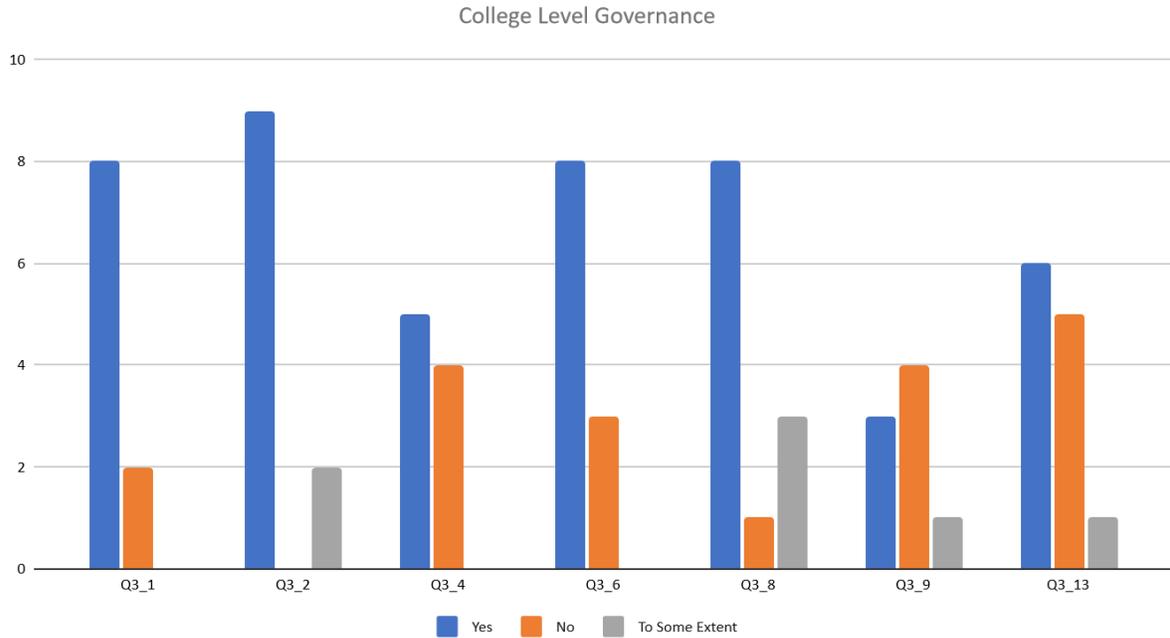
- Some attendees seem to hint at a toxic culture within the college and/or constituent units

Other:

- N/A

College of Journalism and Communication

Results of Survey

College Level Governance

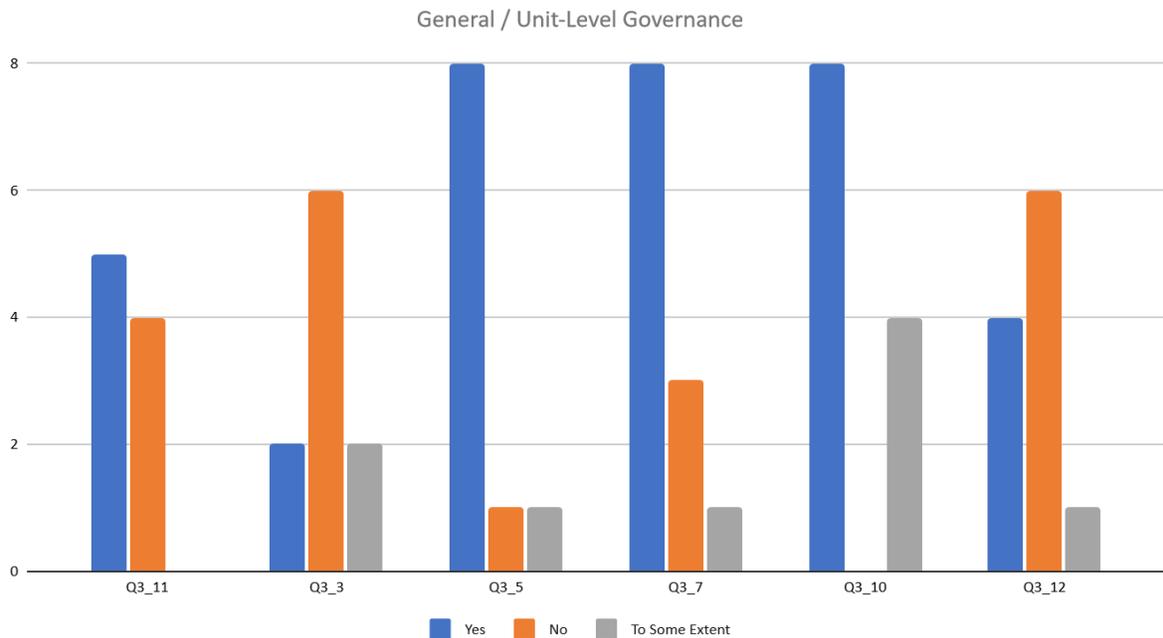| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
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General / Unit-Level Governance

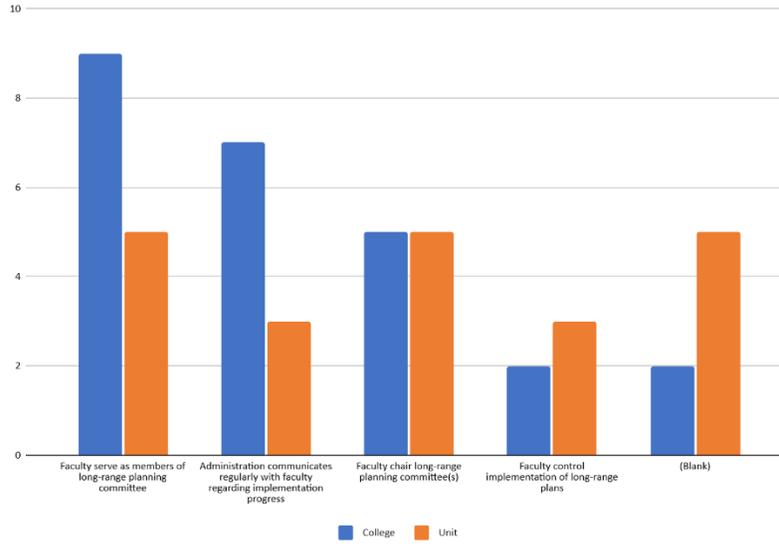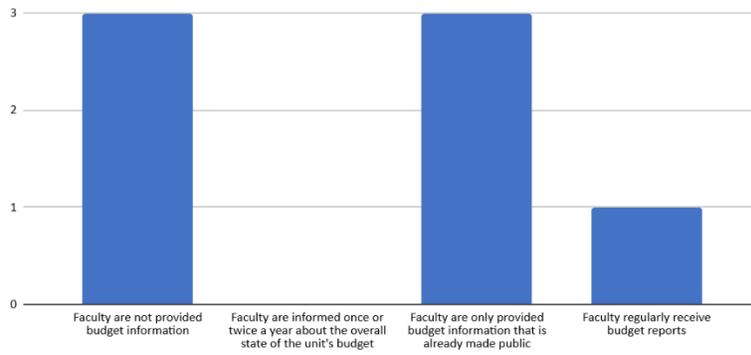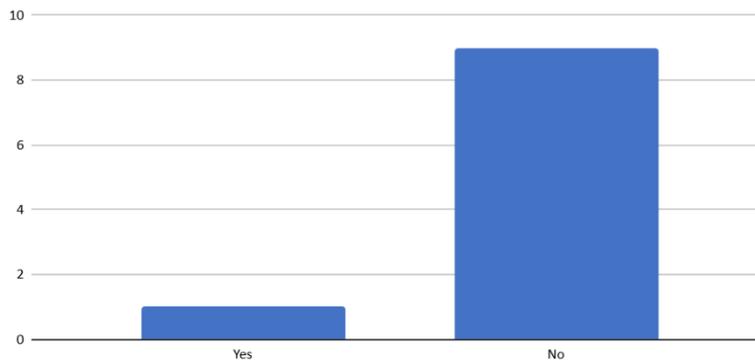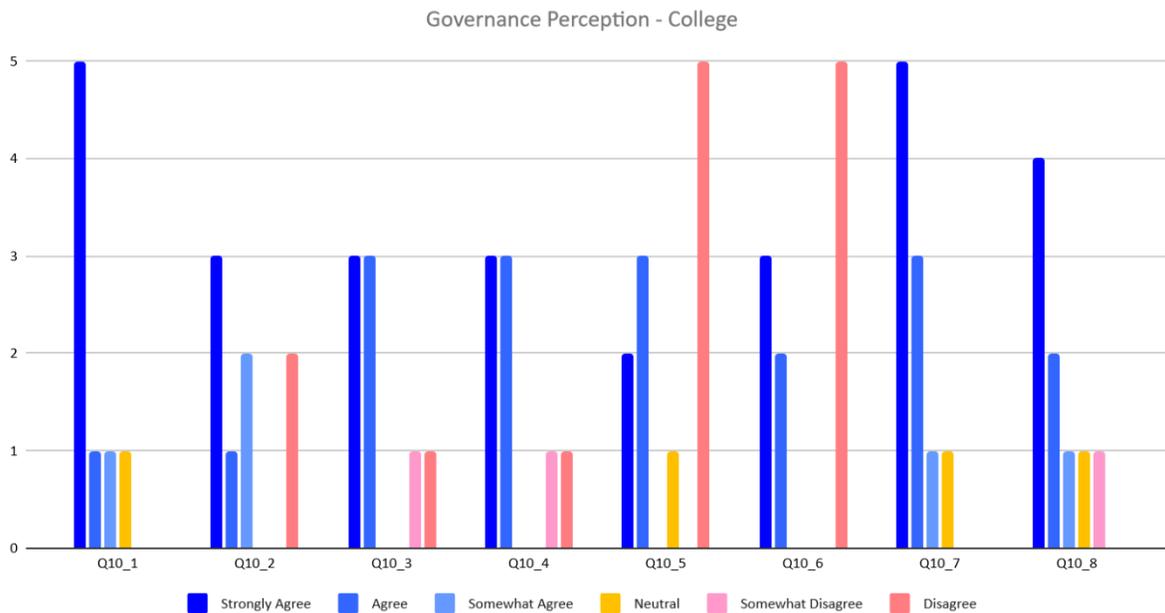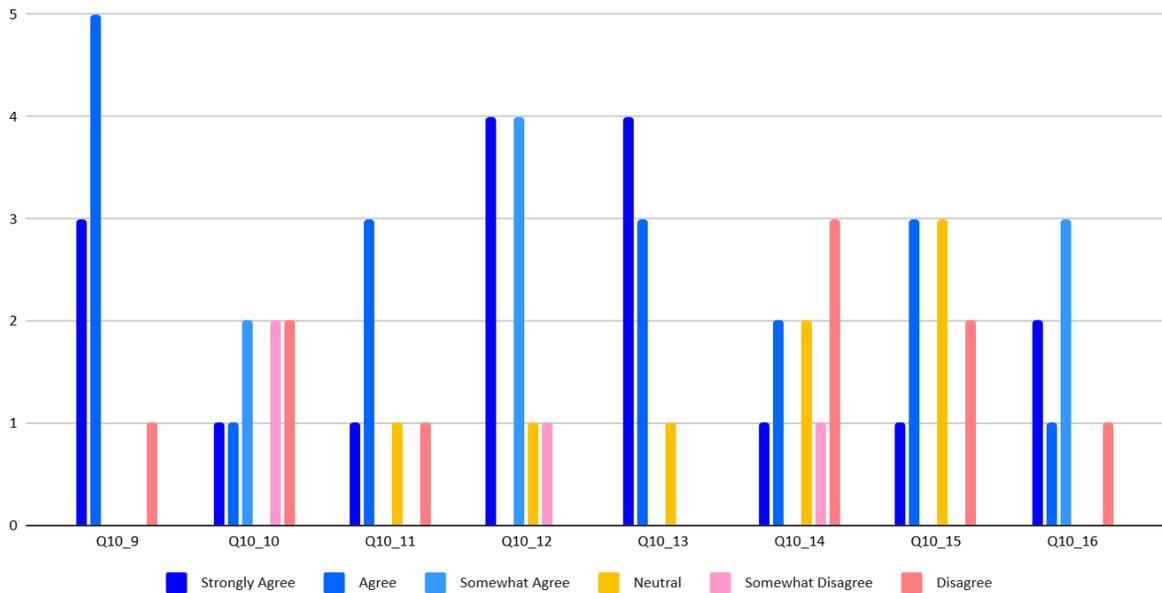| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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| Q3_7 - Does your unit have a process by which faculty evaluate unit/department-level administrators? |
| Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content? |
| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

Legend: College (blue), Unit (orange)

Categories:
- Faculty serve as members of long-range planning committee
- Administration communicates regularly with faculty regarding implementation progress
- Faculty chair long-range planning committee(s)
- Faculty control implementation of long-range plans
- (Blank)

Budgeting

Categories:
- Faculty are not provided budget information
- Faculty are informed once or twice a year about the overall state of the unit's budget
- Faculty are only provided budget information that is already made public
- Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories: Yes, No

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
| Q10_3 - I am pleased with the shared governance structure in my college. |
| Q10_4 - I feel my college is responsive when faculty voice concerns. |
| Q10_5 - Changes to my college's shared governance model are necessary. |
| Q10_6 - Changes to my college's shared governance model would improve my satisfaction. |
| Q10_7 - The unit / department administration has a good working relationship with the faculty. |
| Q10_8 - I am pleased with the shared governance structure in my unit / department. |

Governance Perception - Unit

Strongly Agree   Agree   Somewhat Agree   Neutral   Somewhat Disagree   Disagree

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective.
Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like.
Q10_13 - My unit / department has regular faculty meetings where important academic matters are routinely brought to the faculty for its approval.
Q10_14 - Changes to my unit's / department's shared governance model are necessary.
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- CJC has an elected, eight-person Faculty Council consisting of the college's Senators
- Faculty control college curriculum
- CJC has a robust college-level Tenure and Promotion Committee staffed by elected faculty

Attendees reported the following shortcomings of college-level shared governance:

- CJC's dean has not responded to faculty requests for a collegewide H-index target
- The College Administrative Council does not have a Senator
- Important decisions, including about budgeting and program creation, are made at the college level with minimal transparency and faculty input
  - CJC administrators deliver an annual state-of-the-college presentation that highlights grants and media properties but provides few details about the budget
  - CJC has duplicate administrative and faculty committees; only the administrative committees receive information and make important decisions, including about budgeting and program creation
  - CJC had a Budget and Long-Range Planning Committee, though its role is unclear and its access to budget-related information is limited
- Search committees' function in a clerical rather than evaluative manner, keeping records of the search process without guiding the administration's hiring decisions
  - Recent faculty searches in CJC have focused on AI; as part of these searches, search committees identify three viable, unranked candidates; after the search committee provides this ranking, faculty provide little additional input and receive little information on the search until administrators reveal their hiring choice
  - CJC recently created a Social Media Listening Lab without faculty input; the Lab's return on investment remains unclear
- In recent years, searches for departmental chair positions have been limited to internal candidates
- CJC faces issues with its tenure and promotion process
  - CJC's dean of research is a voting member of the Tenure and Promotion Committee
  - Faculty are given insufficient time to review tenure and promotion materials
  - Sustained productivity metrics are unclear, and faculty had a limited role in defining these metrics
  - Evaluation criteria, include an individual's H-index, are applied inconsistently
  - Departmental administrators encourage faculty to submit promotion packets early; college administrators then ask these applicants to withdraw their packets

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
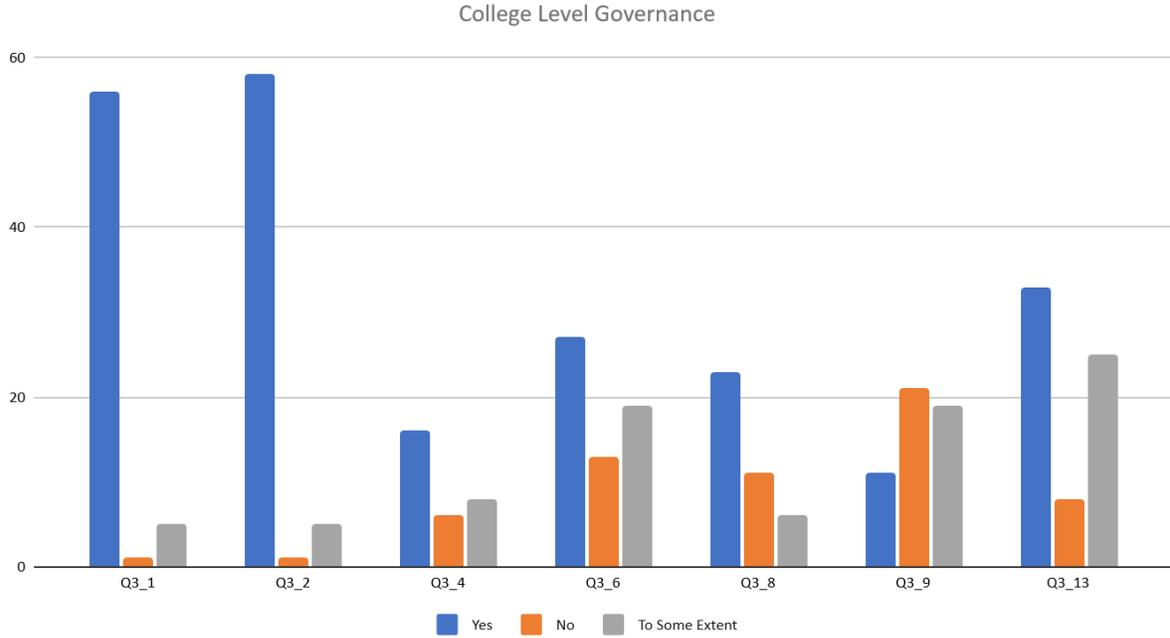
- CJC's dean discourages participation in shared governance and acts disrespectfully toward faculty
- A department chair was allegedly removed from a college committee for suggesting that an individual from an under-represented group be added to the committee

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

College of Liberal Arts and Sciences

Results of Survey

College Level Governance

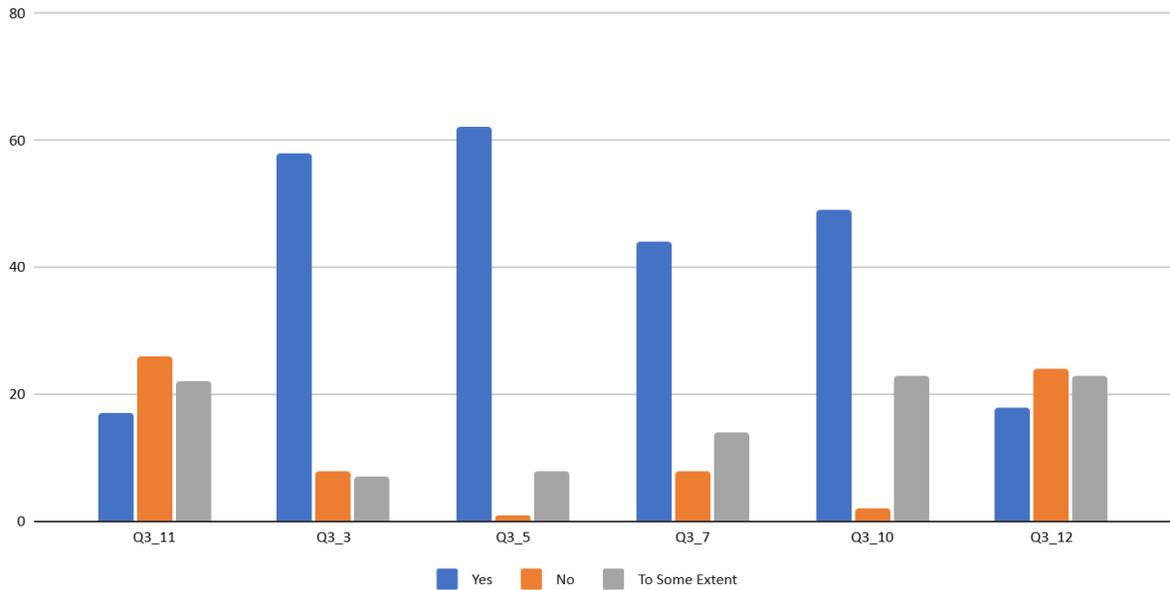| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
| --- |
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| Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty? |
| Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges? |
| Q3_13 - Does your college encourage faculty participation in shared governance at the university level? |

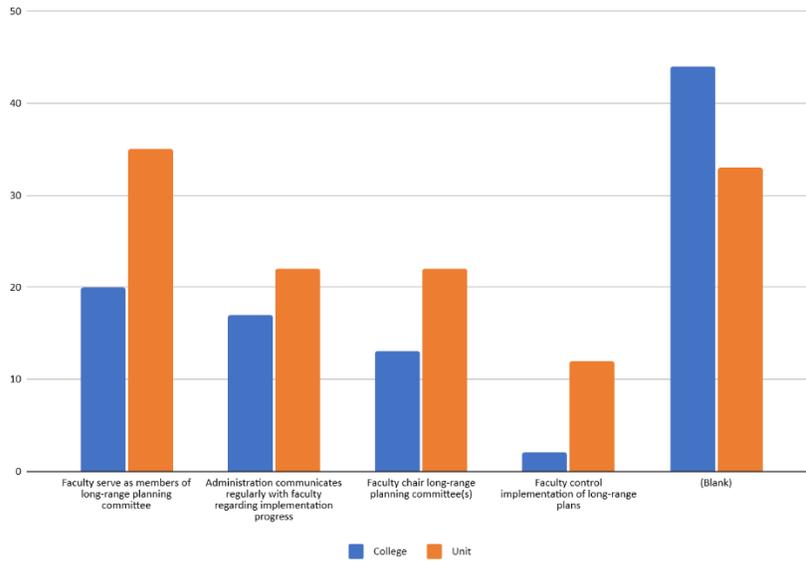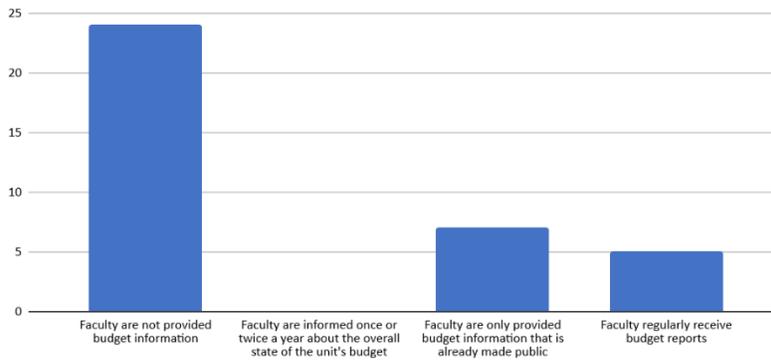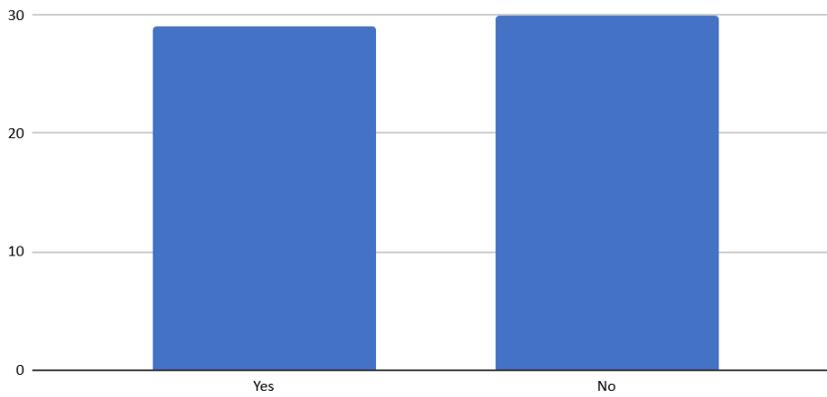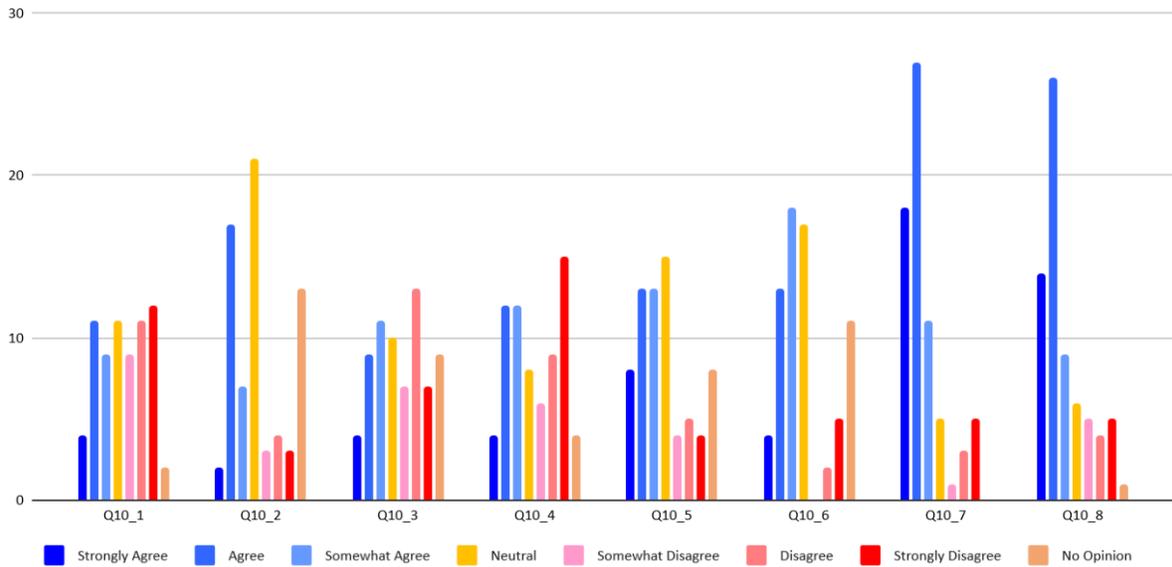|	
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Long-Range Planning

Categories (x-axis): Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Legend: College, Unit

Budgeting

Categories (x-axis): Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories (x-axis): Yes, No

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.		
Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.		
Q10_3 - I am pleased with the shared governance structure in my college.		
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Governance Perception - Unit

Legend: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree, Strongly Disagree, No Opinion

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
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Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- CLAS has a College Finance Committee that discusses budgets and presents an overview of the budget to the CLAS Faculty Council

Attendees reported the following shortcomings of college-level shared governance:

- CLAS faces issues with transparency and communication between administration and faculty
  - While some faculty praised CLAS's administration, others report that the dean and other administrators do not seek or consider faculty / faculty committee input on CLAS's strategic direction, creating a toxic climate for shared governance
- CLAS faces issues with the way it runs faculty searches, including searches for chairs
  - Faculty do not choose the specialization areas for new hires, with some units required to hire AI-specialized faculty against their wishes
  - The college sometimes runs searches outside of disciplines' established hiring seasons
  - Faculty members are sometimes hired without have interviewed with departmental faculty
  - The dean does not consistently consider search committees' ranking of applicants and does not solicit faculty input on the choice of departmental chairs
- CLAS faces issues with grant application and support
  - College faculty have to get pre-approval from their chairs to apply for a grant; applications for small grants and teaching-related grants are discouraged; and faculty receive scant institutional support throughout the grant application process
  - College administrators have been made aware of these issues but have not responded
  - Non-tenure-track faculty, in particular, face challenges getting approval for fellowships
  - At least one faculty member was told they could not apply for a long-term, high-value grant, as the grant would keep the faculty member out of the classroom for too long
- CLAS lacks a consistent process for evaluating college administrators
  - While all faculty were ostensibly invited to evaluate the administration recently, many faculty did not receive the invitation
  - Lower-ranking administrative roles, including those of senior and administrative deans, are no longer subject to evaluation
- CLAS faces issues with how the college treats tenure- versus non-tenure-track faculty
  - Tenure- and non-tenure-track faculty members' voting rights vary by department
  - The college maintains separate merit pay systems for tenure- and non-tenure-track faculty
  - Many non-tenure-track faculty are not provided with annual written contracts upon renewal, creating fears about the ease of non-renewal and preventing non-tenure-track faculty from speaking out
- Some attendees fear that the Hamilton Center has been set up as a 'shadow college,' intended to replace many of CLAS's functions, without faculty input
- Several CLAS departments are service units but do not receive appropriate support

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
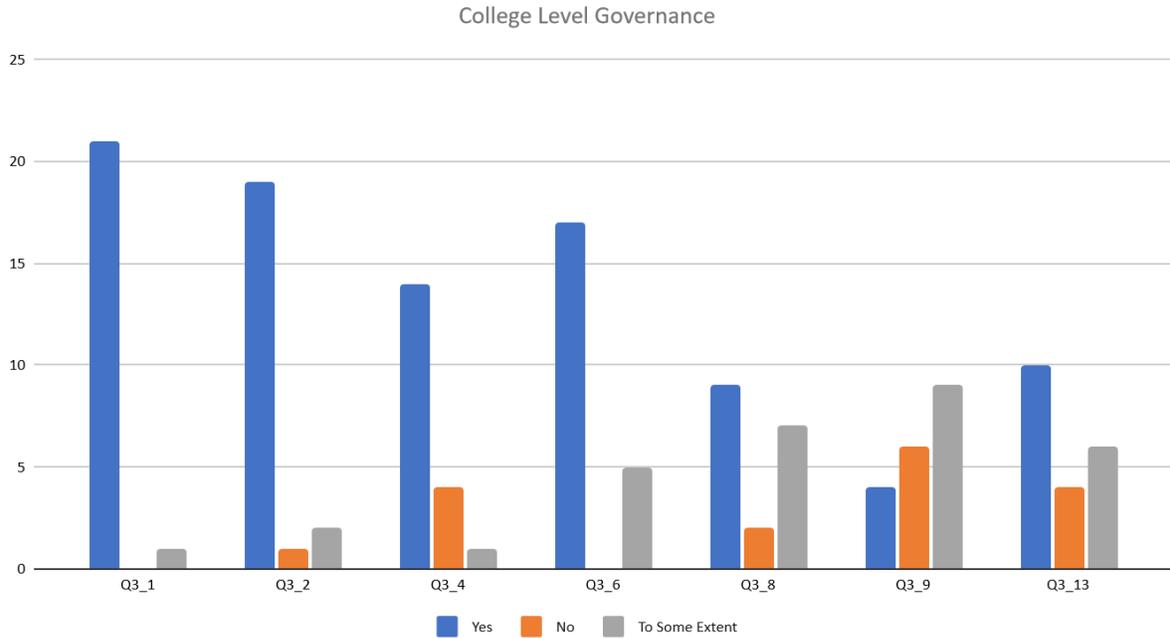
- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- CLAS graduate students receive uncompetitive stipends and are overworked

- The provost shows a lack of concern for faculty complaints, including those from course instructors without an assigned classroom to teach in
- Faculty of color have left for other institutions
- An Associate Dean has discouraged faculty from using the phrase 'social justice' in the classroom for fear of political repercussions
- College staff members receive low pay, leaving faculty overburdened with administrative responsibilities

Results of Survey

College Level Governance

Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
Q3_2 - Does your college have elected standing faculty committees?
Q3_4 - Does your college have a process to ensure that faculty serve on search committees for administrators?
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Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges?
Q3_13 - Does your college encourage faculty participation in shared governance at the university level?

General / Unit-Level Governance

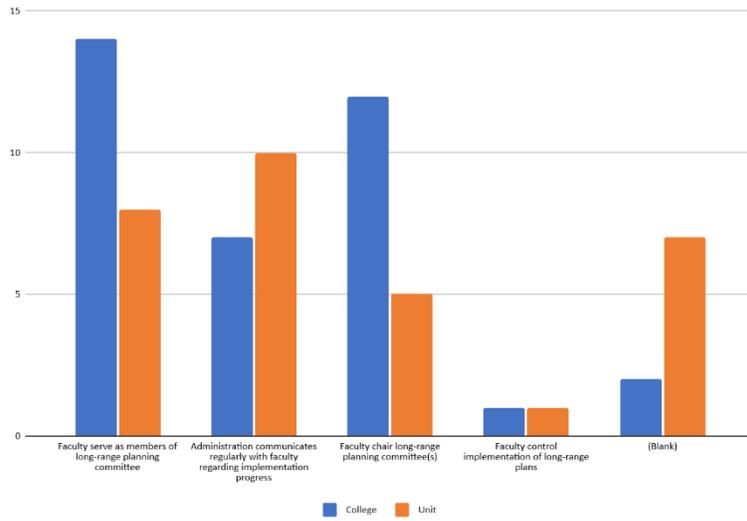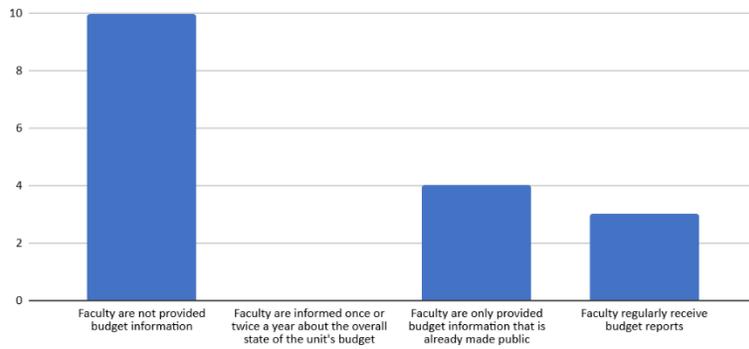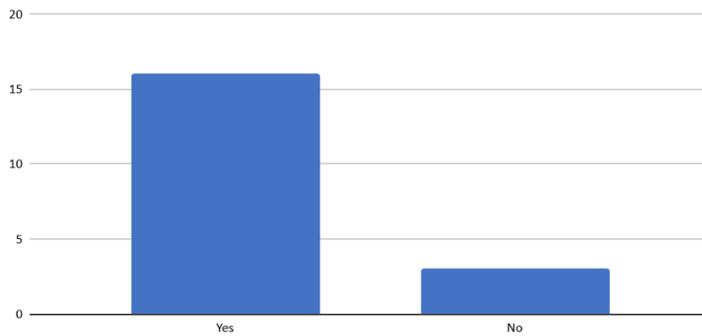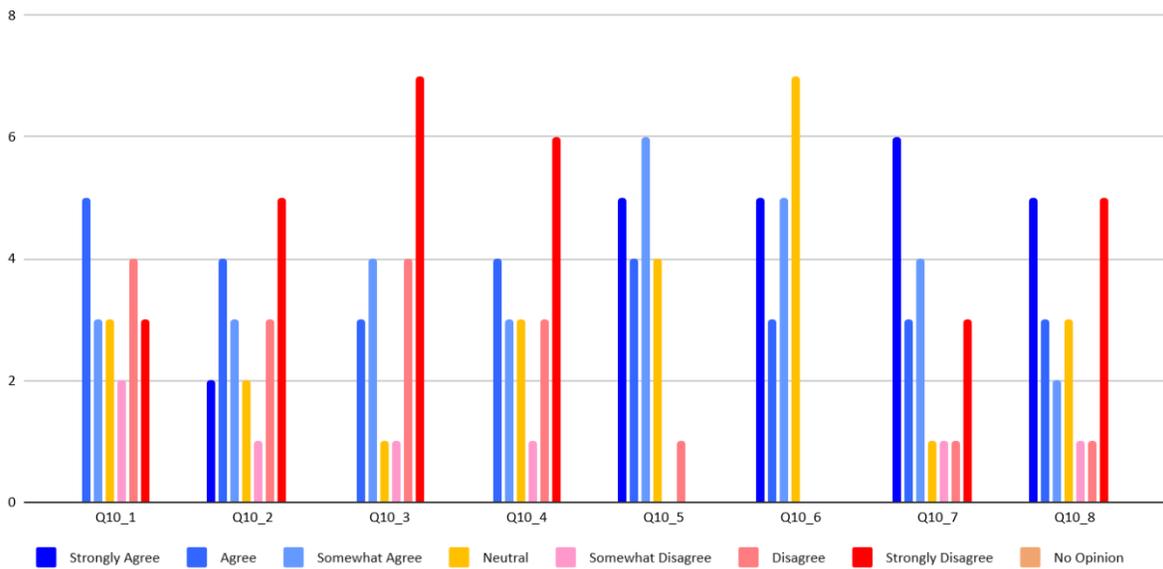| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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Long-Range Planning

Categories (x-axis): Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Legend: College (blue), Unit (orange)

Budgeting

Categories (x-axis): Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories (x-axis): Yes; No

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.
Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.
Q10_3 - I am pleased with the shared governance structure in my college.
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Governance Perception - Unit

Legend: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree, Strongly Disagree, No Opinion

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
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Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- COE has a Faculty Council with council members receiving a course reduction
- College and departmental administrators are generally supportive of shared governance; the dean, for instance, regularly attends Budget Committee meetings
- COE provides faculty with opportunities for participation in shared governance at multiple levels
- The Long-Term Planning Committee evaluates college administrators; the dean is evaluated annually, and the associate deans are evaluated biannually

Attendees reported the following shortcomings of college-level shared governance:

- COE faces issues with its shared governance institutions
  - COE administrators are receptive to critical feedback from faculty but provide little information about progress toward stated goals
  - Many faculty are unenthusiastic about participation in shared governance, regarding this work as a pointless waste of time that will not effect change
  - The Faculty Council Chair lacks clear information about their responsibilities and/or powers
  - The Faculty Council and other college committees contain a large number of administrators; their presence makes many faculty feel as if they're being watched
  - Many faculty feel that college administration intervenes in faculty affairs either too much or too little
  - Non-tenure track faculty bear a disproportionate share of shared governance responsibilities
- COE faculty neither receive information nor provide input on the college's budget
- Faculty see no indication that administrators are expected to meet performance targets after receiving evaluations

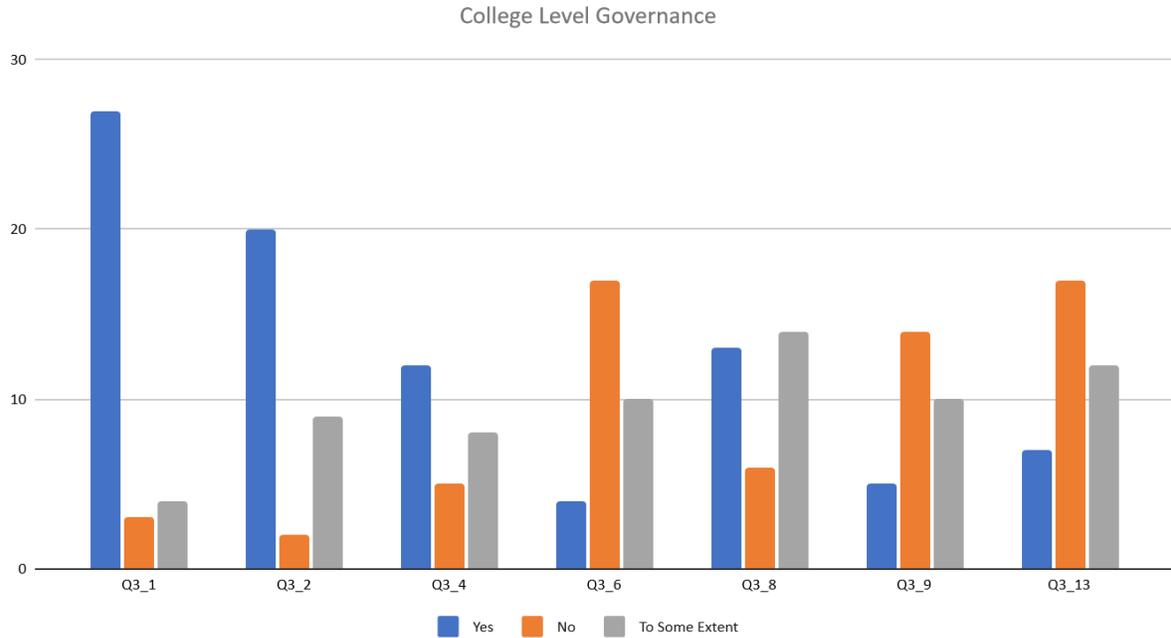**Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:**

- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- Programs are being shuttered, leading to poor college morale, and surviving programs are in crisis, with the School of Counseling Education, for instance, down to one tenure-track faculty member

Herbert Wertheim College of Engineering

Results of Survey

College Level Governance

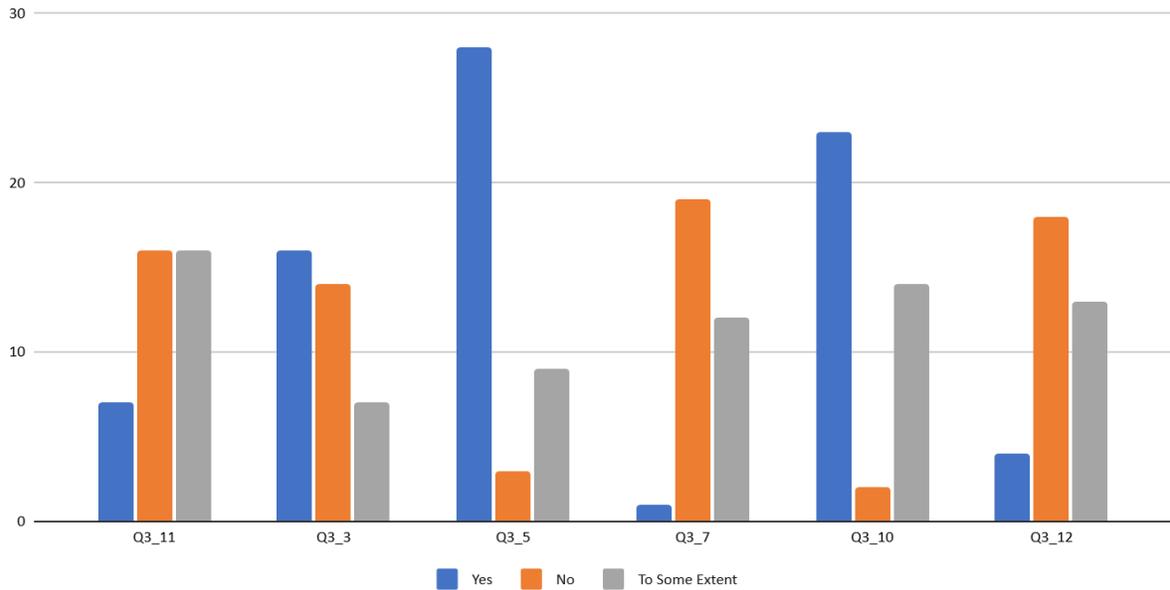|		
Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?		
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General / Unit-Level Governance

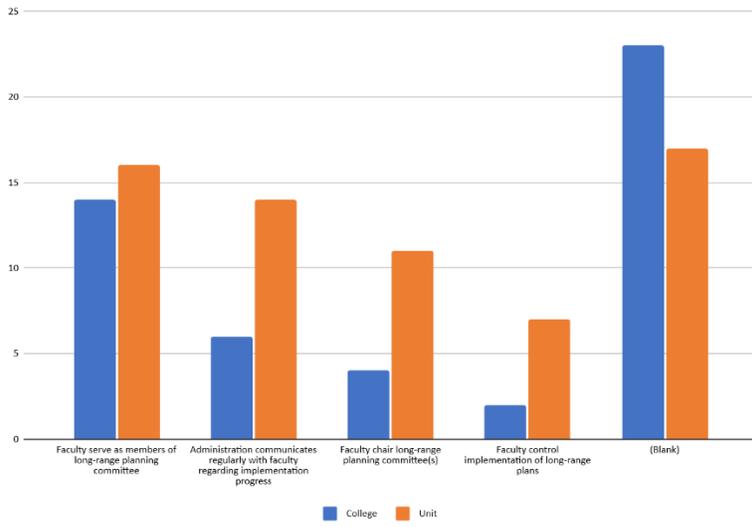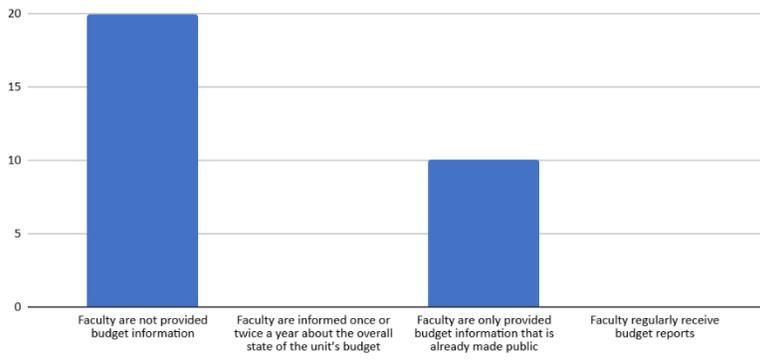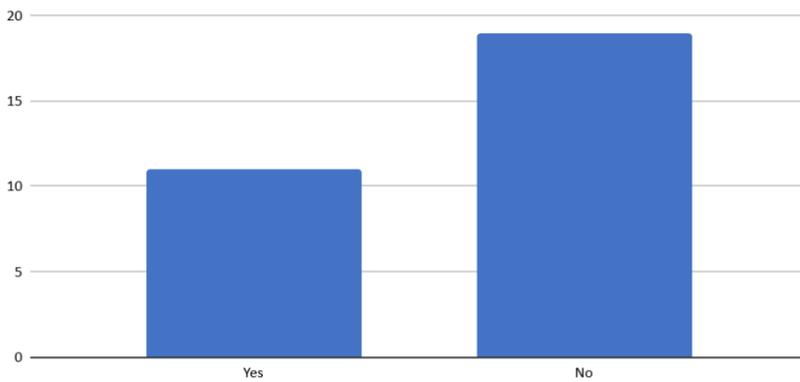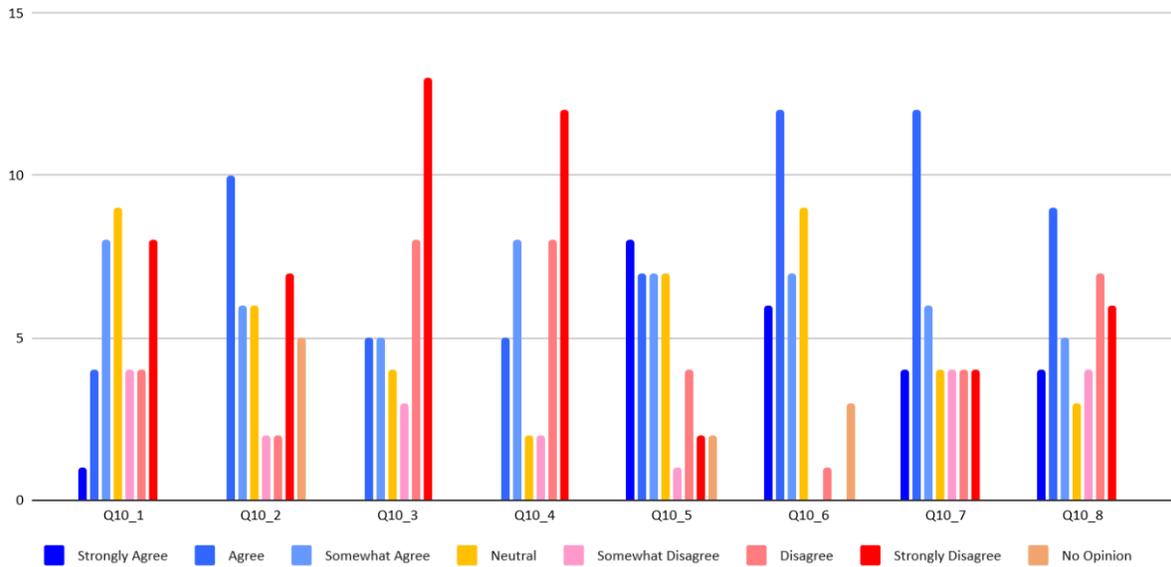| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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Long-Range Planning

Budgeting

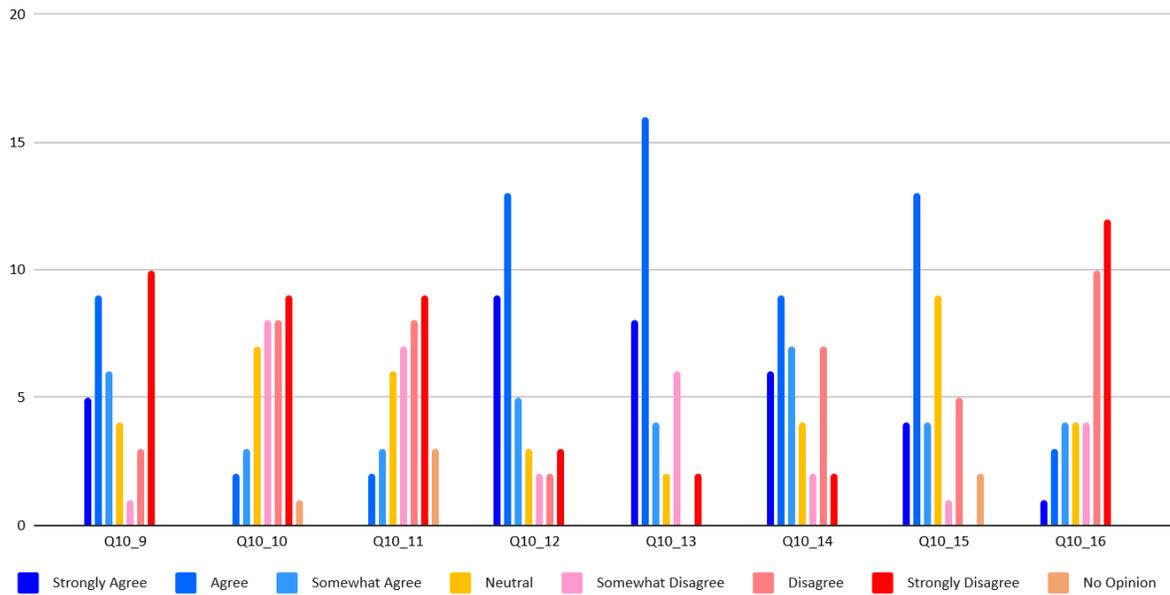## Have administrators interfered with curriculum?

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.
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Governance Perception - Unit

| Legend: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree, Strongly Disagree, No Opinion |

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Q10_16 - Shared governance at UF works, in my experience.	

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- Faculty are involved in curriculum development and faculty hiring, though their votes on these matters are treated as advisory by administrators
- While shared governance is generally weak in HWCOE, some departments have more robust shared governance processes

Attendees reported the following shortcomings of college-level shared governance:

- Senators are appointed rather than elected
- Faculty are often discouraged from serving as Senators
- HWCOE faces many issues with transparency in shared governance
    - The college Faculty Council is discouraged from sharing information that it receives from administrators with the faculty at large
    - College and departmental bylaws are changed without faculty input
    - College-level administrators disguise who is responsible for key decisions and refuse to take responsibility for mistakes or shortcomings
    - The results of departmental evaluations are not provided to the faculty
- HWCOE faces issues with favoritism and preferential treatment
    - Certain units in the college are described as a 'good ole' boys club
    - Faculty members appointed to serve on committees are often close associates of their chairs
- HWCOE lacks a process for making formal complaints
- Resources and responsibilities within the college are distributed unequally, with some chairs functioning as service leaders while others do not
- Service activities are not appropriately recognized in faculty effort reports
- College administrators are not subject to formal, periodic evaluation
- Faculty have little input in the process of choosing chairs and administrators
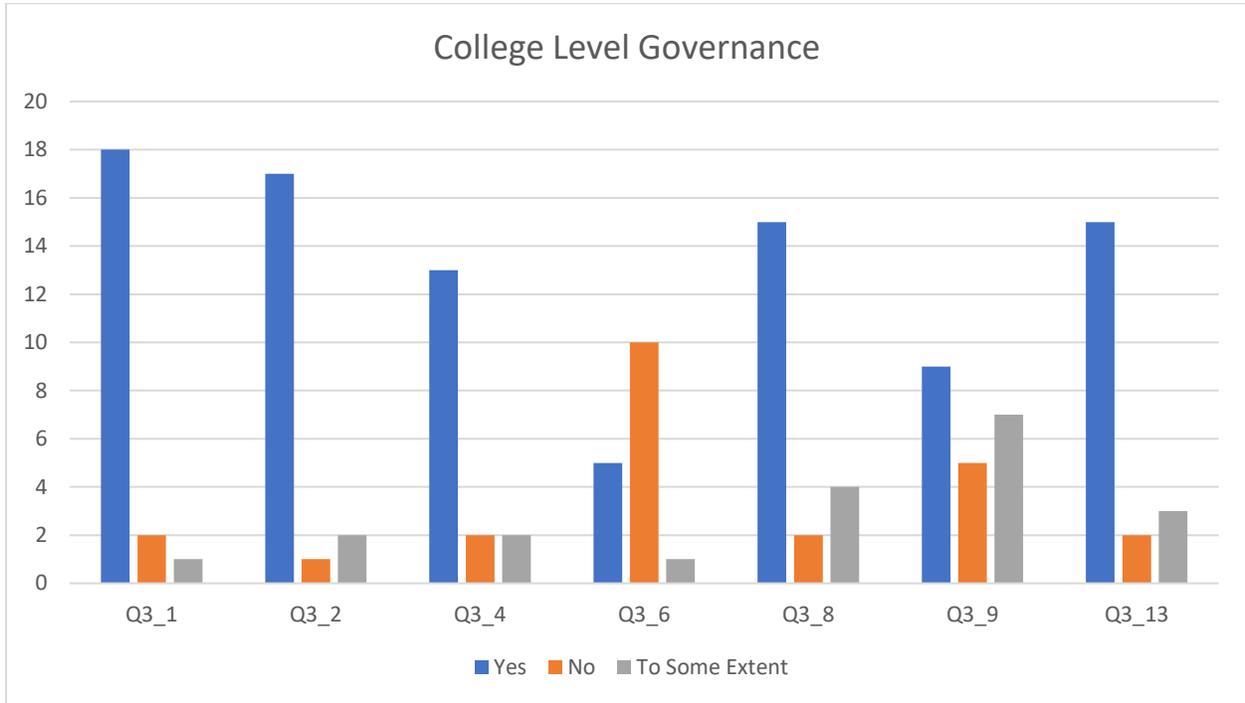
Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:

- HWCOE has a toxic culture of top-down decision making and hostility toward shared governance
- HWCOE administrators allegedly retaliate against faculty for participating in shared governance and/or speaking up about college-level issues

Attendees mentioned the following topics unrelated to college-level shared governance:

- HWCOE's teaching and grading standards have declined over time

GROUP 1 (Honors Program, Libraries, FLMNH, Whitney Labs, Scripps)
Results of Survey

Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?

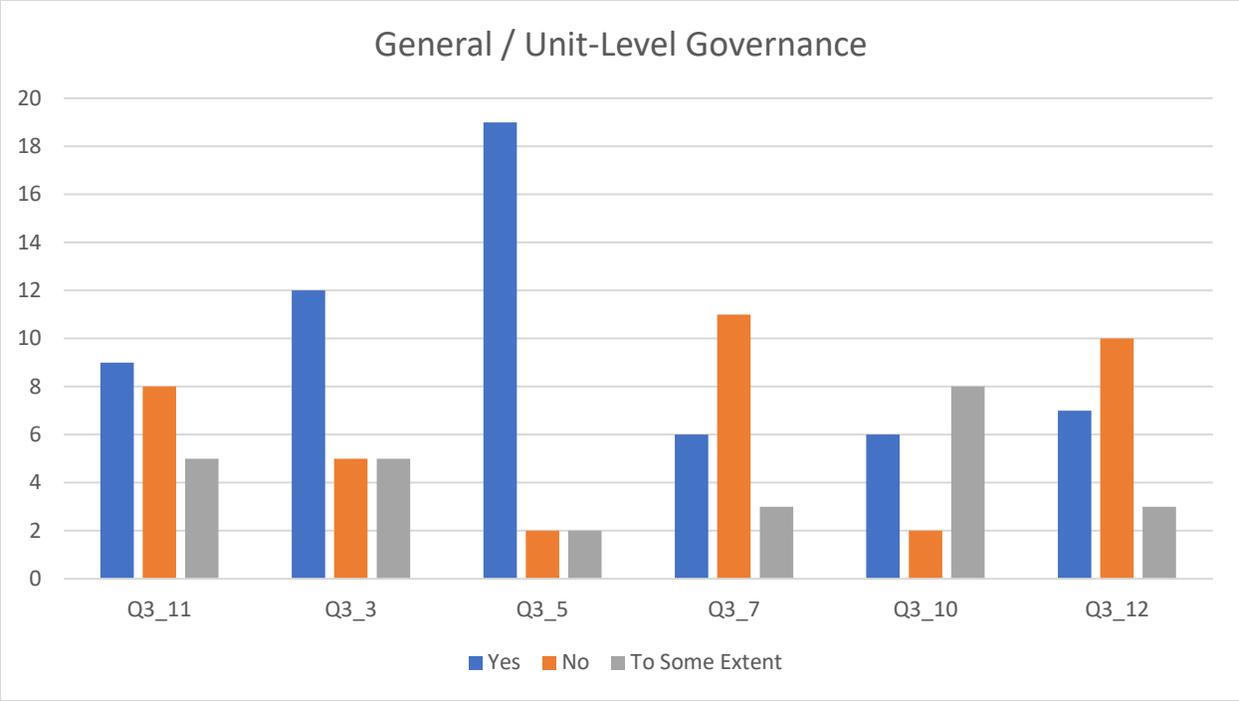Q3_2 - Does your college have elected standing faculty committees?

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Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges?

Q3_13 - Does your college encourage faculty participation in shared governance at the university level?

General / Unit-Level Governance

Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input?
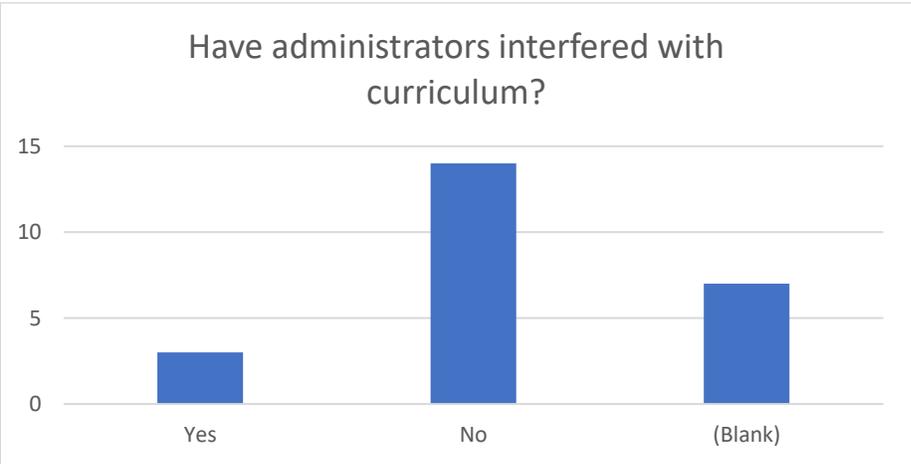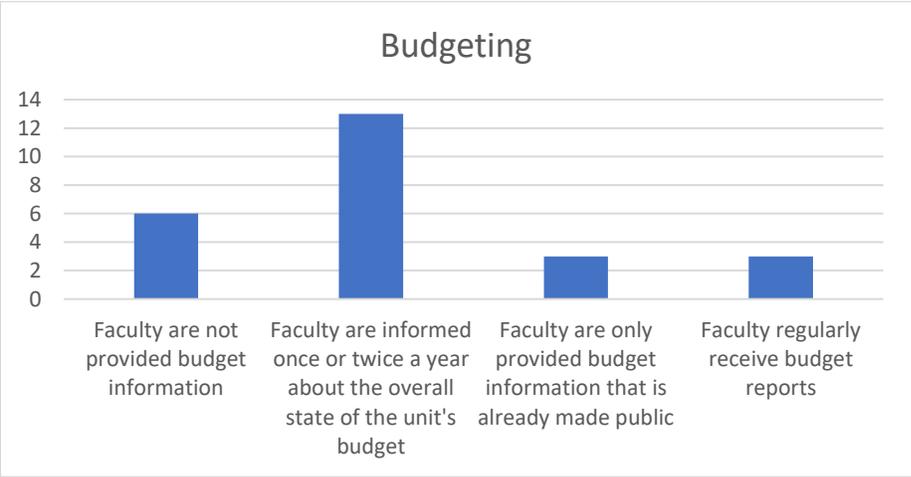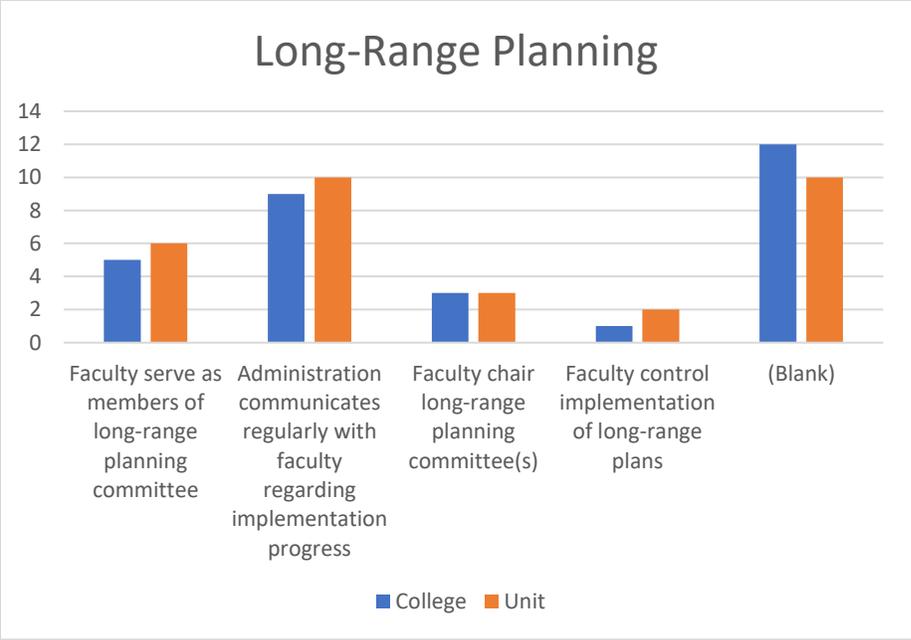
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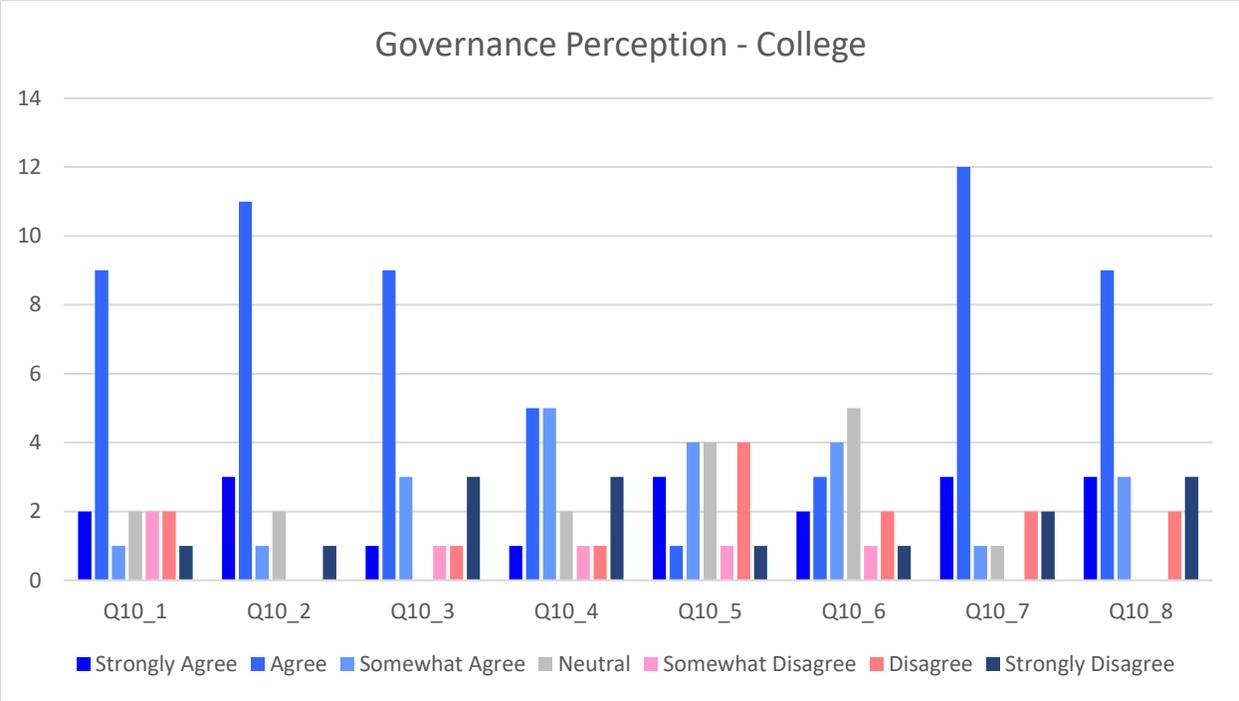
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Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content?

Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors?

Long-Range Planning

Category	College	Unit
Faculty serve as members of long-range planning committee	5	6
Administration communicates regularly with faculty regarding implementation progress	9	10
Faculty chair long-range planning committee(s)	3	3
Faculty control implementation of long-range plans	1	2
(Blank)	12	10

■ College ■ Unit

Budgeting

Category	Value
Faculty are not provided budget information	6
Faculty are informed once or twice a year about the overall state of the unit's budget	13
Faculty are only provided budget information that is already made public	3
Faculty regularly receive budget reports	3

Have administrators interfered with curriculum?

Category	Value
Yes	3
No	14
(Blank)	7

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.

Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.

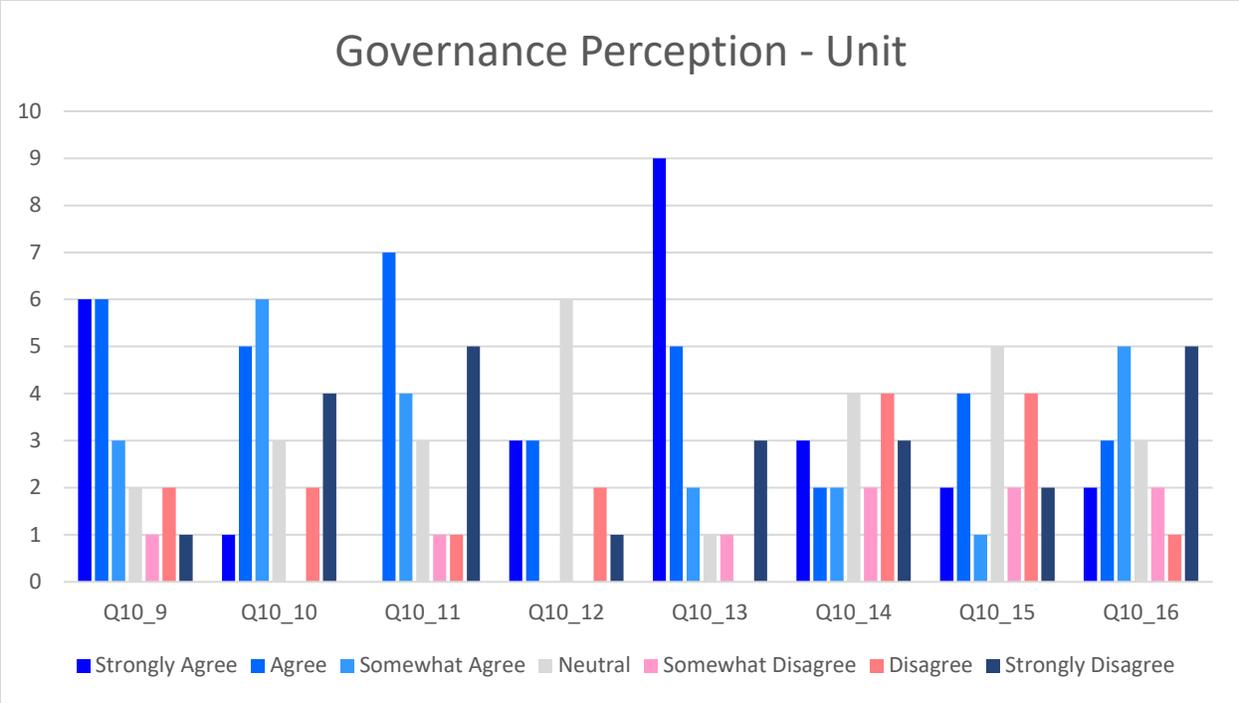Q10_3 - I am pleased with the shared governance structure in my college.

Q10_4 - I feel my college is responsive when faculty voice concerns.

Q10_5 - Changes to my college's shared governance model are necessary.

Q10_6 - Changes to my college's shared governance model would improve my satisfaction.

Q10_7 - The unit / department administration has a good working relationship with the faculty.

Q10_8 - I am pleased with the shared governance structure in my unit / department.

Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.

Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.

Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective.

Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like.

Q10_13 - My unit / department has regular faculty meetings where important academic matters are routinely brought to the faculty for its approval.

Q10_14 - Changes to my unit's / department's shared governance model are necessary.

Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.

Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- The Libraries have a Faculty Assembly with elected membership
- The Libraries have a Tenure and Promotion Committee with both elected and appointed members

Attendees reported the following shortcomings of college-level shared governance:

Honors Program
- Decision-making power has been stripped from the Honors Program, leaving the program with no real shared governance
- The Honors Director has little input on budget decisions / projections
- Only one Honors Program representative gets to participate in search committees

Libraries
- The Library Faculty Assembly is mainly a venue for information sharing with few frank conversations, as the dean and other administrators are present
- Information presented at the Library Faculty Assembly is often unclear
- Faculty lack clear information on how the university works, how shared governance works, and how faculty can effect change
- Faculty lack confidence in the efficacy of shared governance
- Faculty object to the many barriers to change that the shared governance process poses, even in moments of crisis that demand swift, decisive change

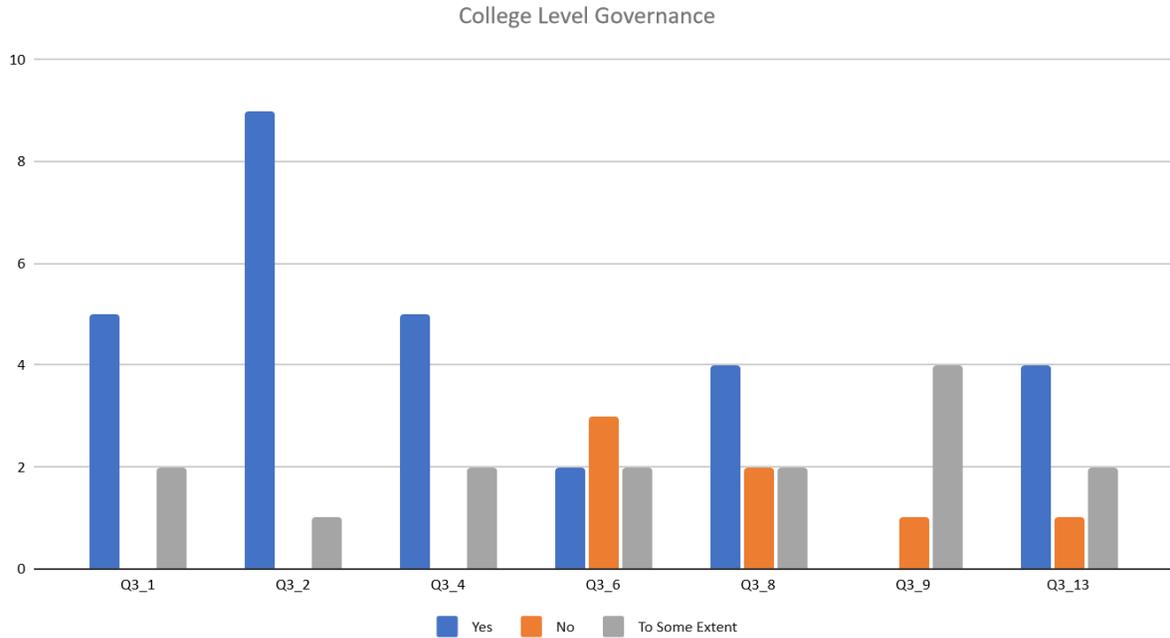**Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:**

- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

College of Health and Human Performance

Results of Survey

College Level Governance

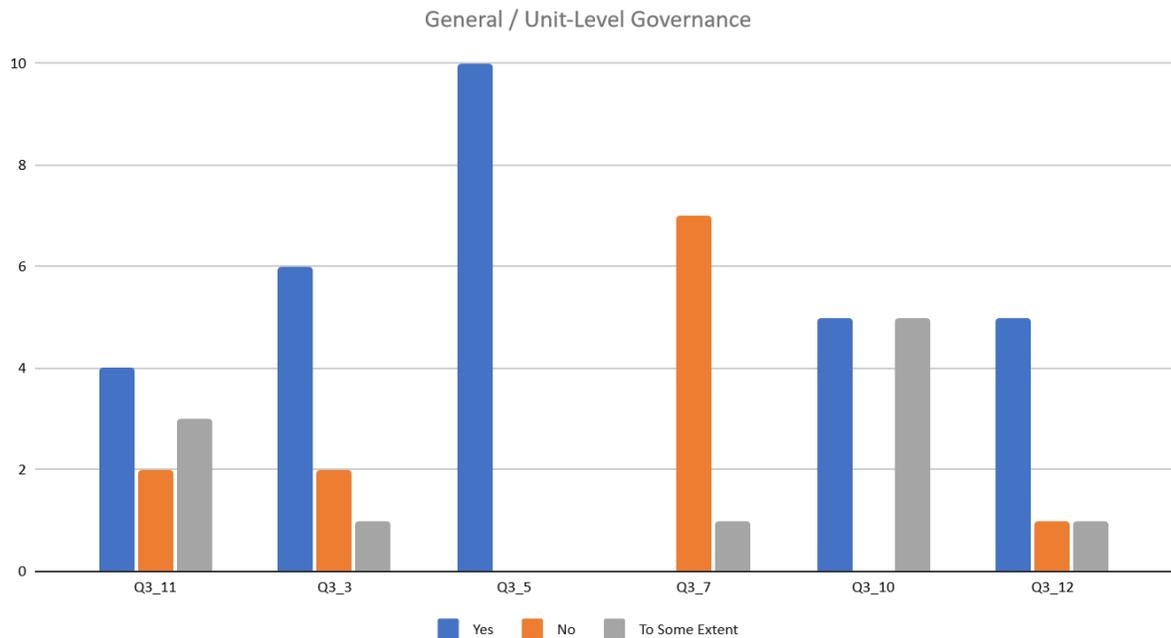| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
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| Q3_6 - Does your college have a process by which faculty evaluate college-level administrators? |
| Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty? |
| Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges? |
| Q3_13 - Does your college encourage faculty participation in shared governance at the university level? |

General / Unit-Level Governance

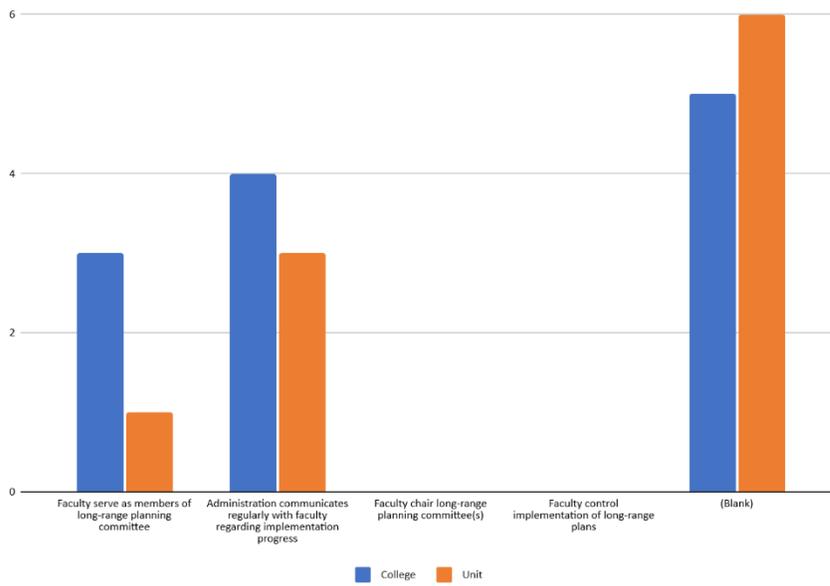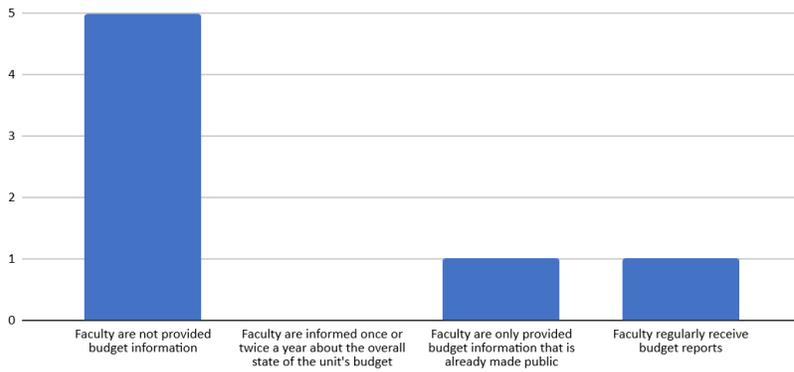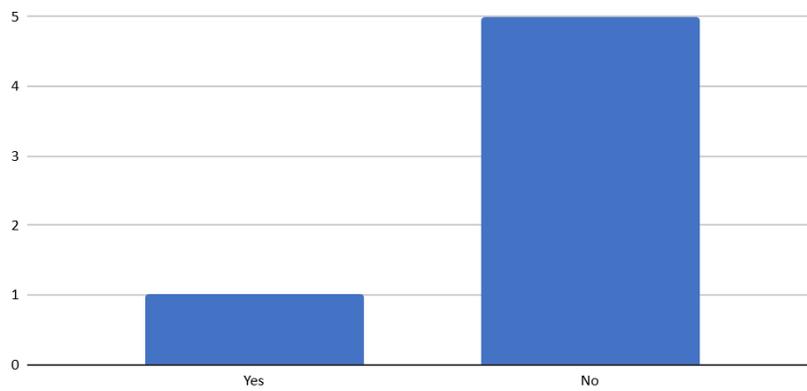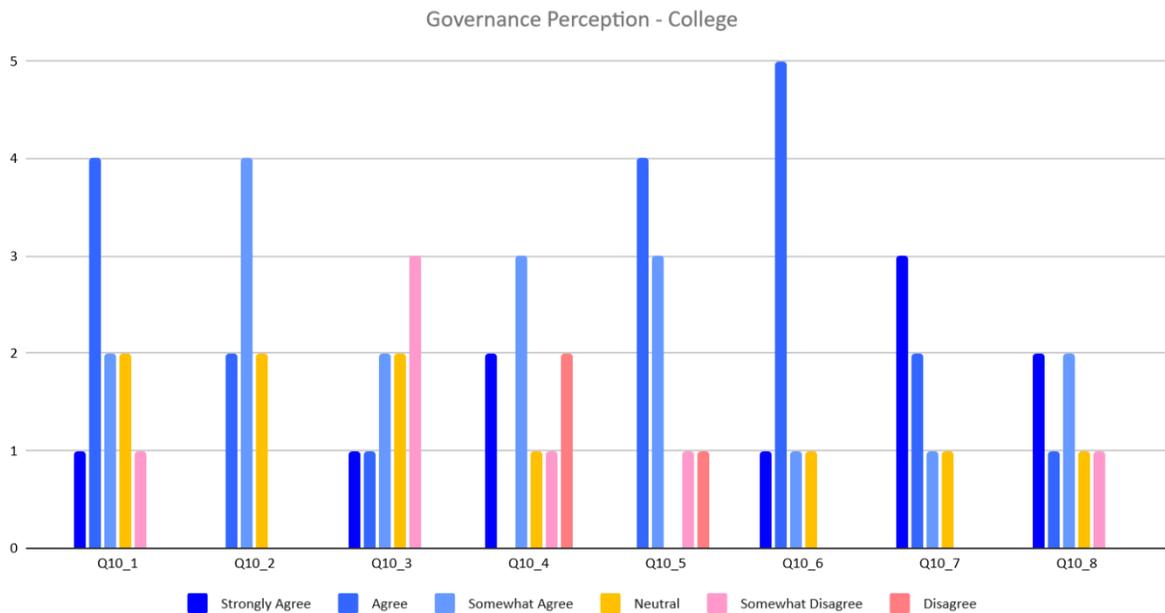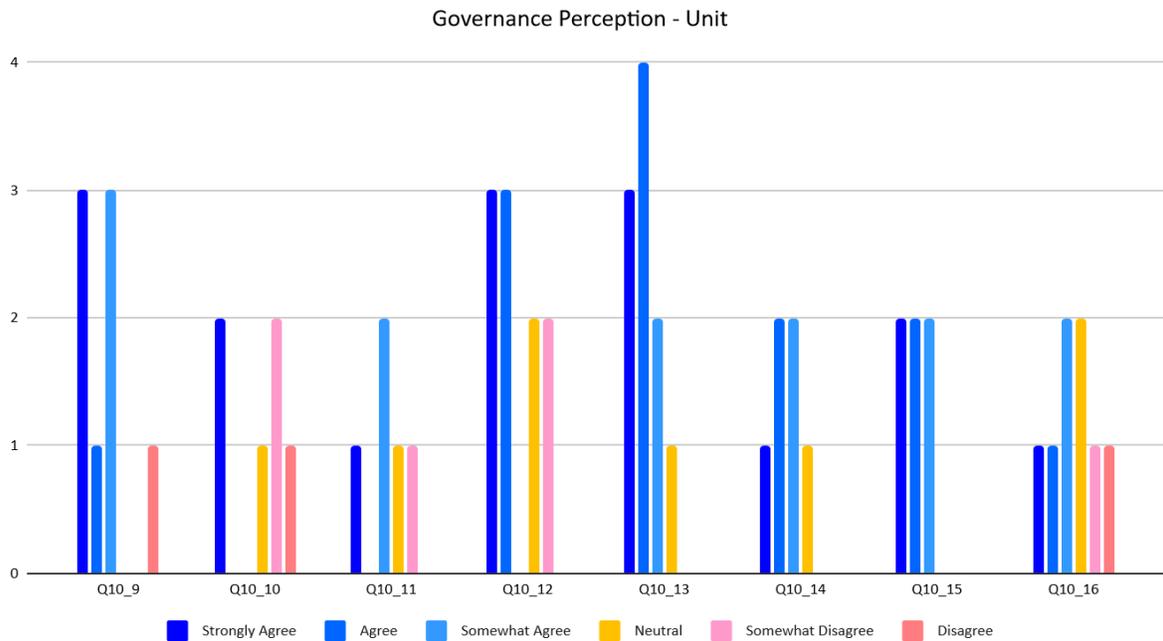| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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| Q3_3 - Does your unit / department have elected standing faculty committees? |
| Q3_5 - Does your unit/department have a process to ensure that faculty serve on search committees for faculty? |
| Q3_7 - Does your unit have a process by which faculty evaluate unit/department-level administrators? |
| Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content? |
| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

Categories (left to right): Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Legend: College, Unit

Budgeting

Categories (left to right): Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories: Yes, No

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
| Q10_3 - I am pleased with the shared governance structure in my college. |
| Q10_4 - I feel my college is responsive when faculty voice concerns. |
| Q10_5 - Changes to my college's shared governance model are necessary. |
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Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
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Q10_14 - Changes to my unit's / department's shared governance model are necessary.
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- HHP has elected shared governance bodies, as well as college faculty committees with a mix of elected and appointed members
- Junior faculty described a supportive work environment in which college leaders are attentive to faculty members' needs

Attendees reported the following shortcomings of college-level shared governance:

- Senior faculty described administrative and governance difficulties as the college grew beyond its founding department, Applied Physiology and Kinesiology (APK); occasionally, faculty in other departments have struggled with administrative policies and governance protocols developed for APK but ill-suited to their units

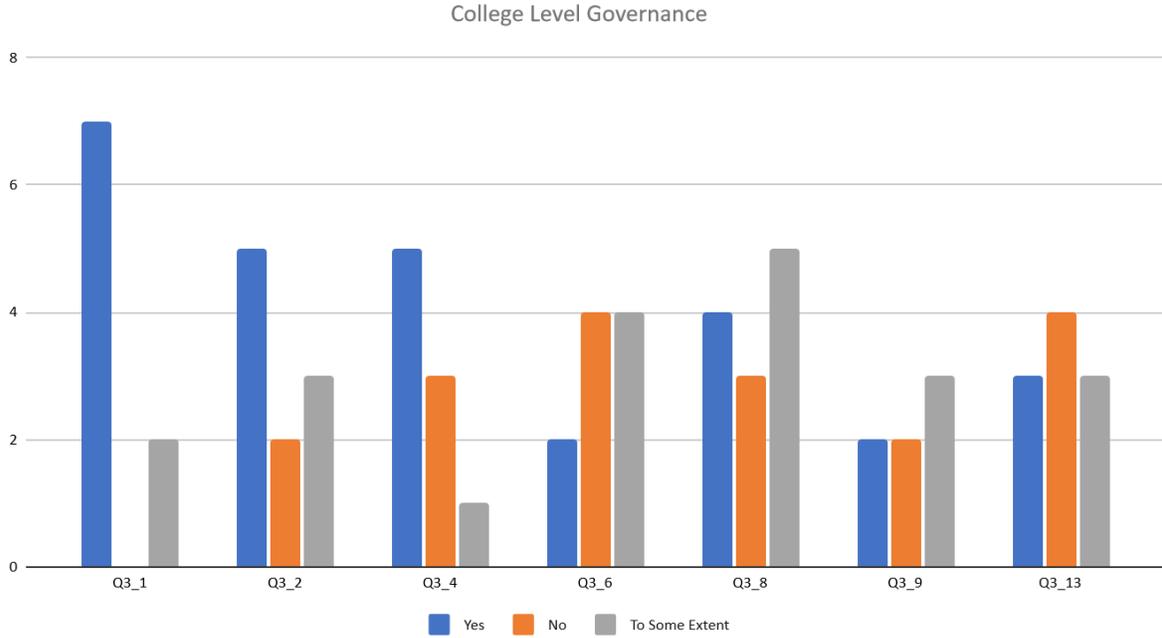**Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:**

- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

Levin College of Law

Results of Survey

College Level Governance

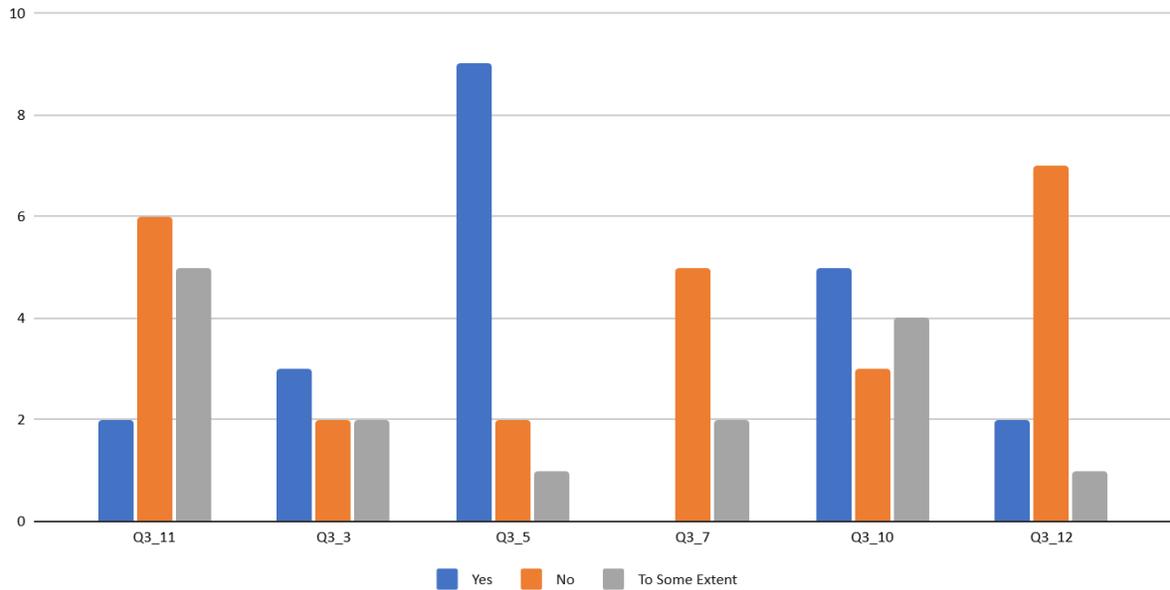|	
Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?	
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General / Unit-Level Governance

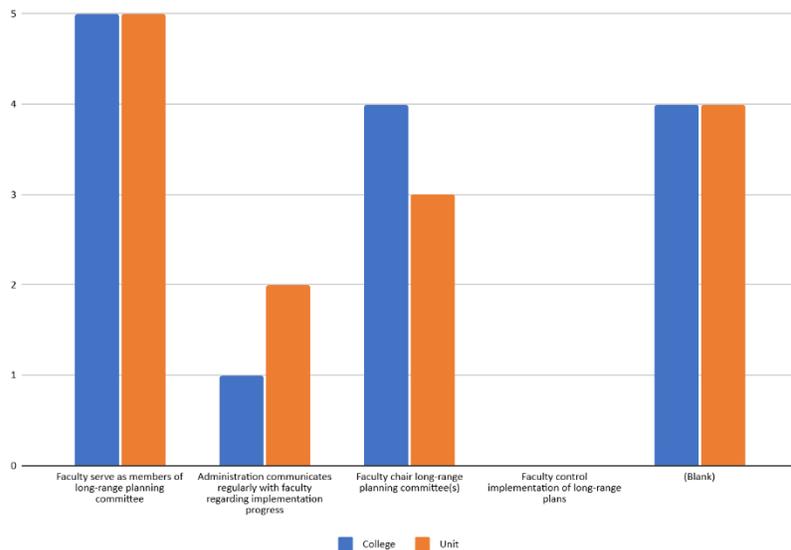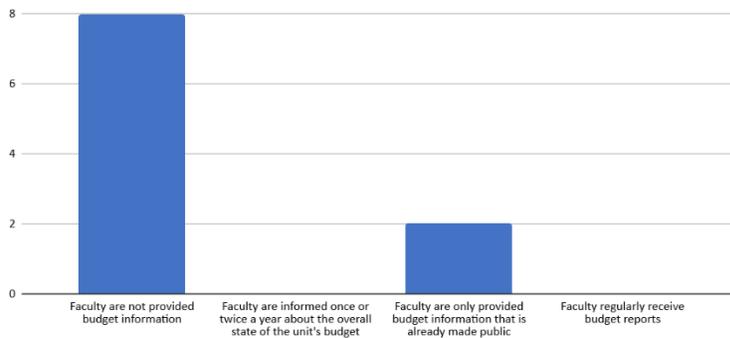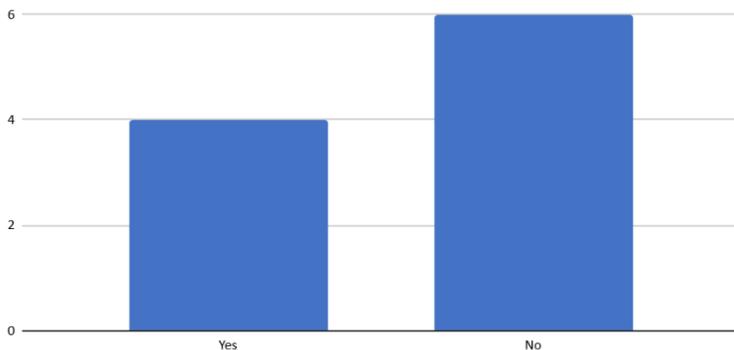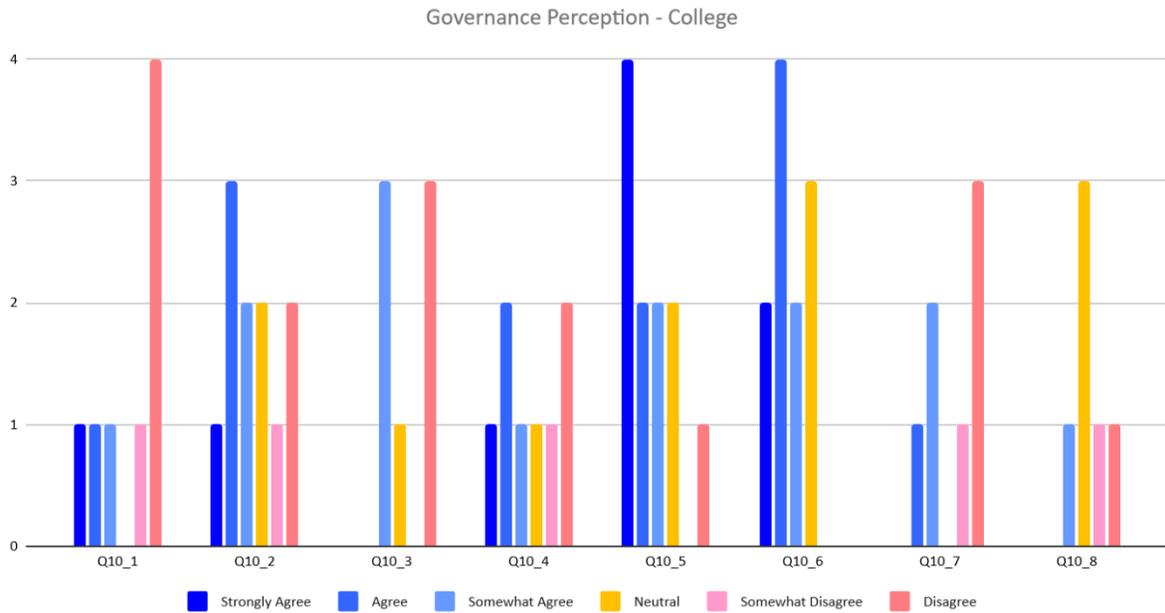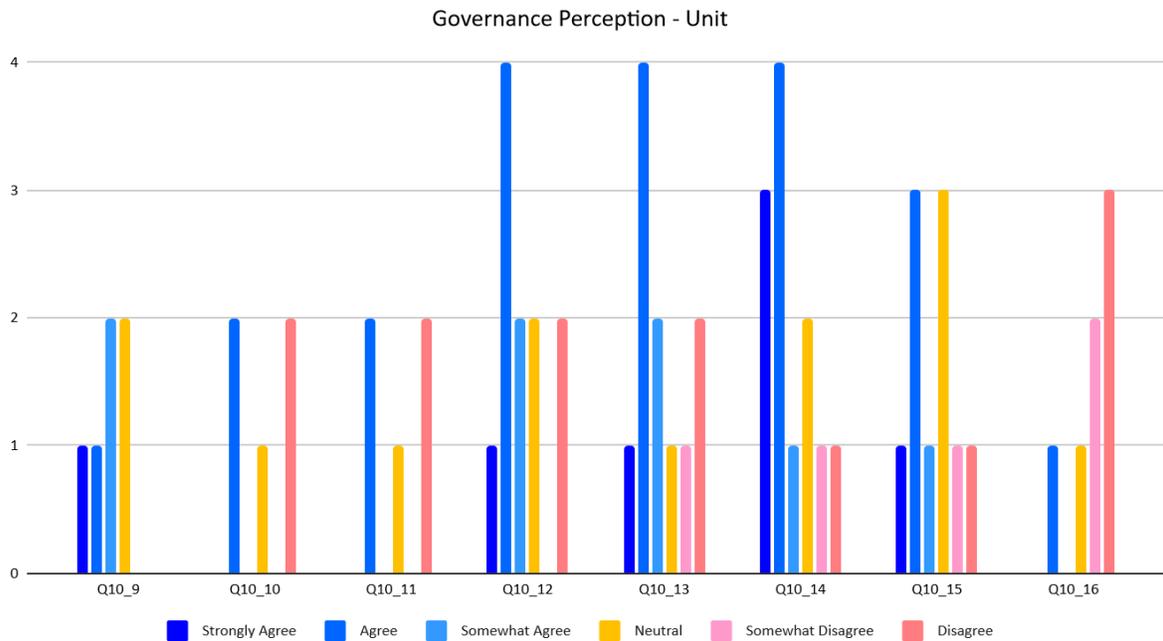| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
| Q3_3 - Does your unit / department have elected standing faculty committees? |
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Long-Range Planning

| | Faculty serve as members of long-range planning committee | Administration communicates regularly with faculty regarding implementation progress | Faculty chair long-range planning committee(s) | Faculty control implementation of long-range plans | (Blank) |

Legend: ■ College ■ Unit

Budgeting

Categories: Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories: Yes (4); No (6)

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.	
Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.	
Q10_3 - I am pleased with the shared governance structure in my college.	
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Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
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Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- N/A

Attendees reported the following shortcomings of college-level shared governance:

- LCL lacks institutions of college-level shared governance; college administrators provide faculty with no information or opportunities for input on budgeting, governance, and strategic planning
- LCL faculty cannot participate remotely in faculty meetings and have no process for putting items on meeting agendas
- Efforts to voice concerns about college-level issues are met with hostility, retribution, intimidation or, at best, apathy
- When faculty express dissatisfaction with college governance, LCL's dean typically attributes responsibility for decisions to the provost
- LCL's dean has allegedly manipulated and misrepresented the college's finances
    - The dean allegedly misrepresented the Tax Graduate Program's strong financial performance to justify eliminating the program
    - The dean has allegedly boosted the college's rankings by using inappropriate financial incentives to attract students with strong GPAs
    - The college's finances, including its professional development endowment, are neither maintained nor overseen by a licensed professional
- LCL's dean did not share information about the college's role in the creation of the Hamilton Center; instead, LCL faculty learned of the Center's creation through *The Chronicle of Higher Education*
    - Because of the dean's / college's involvement in the creation of the Hamilton Center, some faculty now regard both LCL and dean as agents of the state
    - Faculty expressed concerns about nepotistic appointment and hiring practices in the Hamilton Center
- LCL's dean makes hiring decisions based on applicants' perceived personal loyalty
- Recent administrative hires were brought in on non-tenure and/or non-faculty lines to ensure they conform to the dean's administrative vision

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:

- LCL is characterized by an atmosphere of fear and intimidation in which faculty feel, at best, constrained about what they can say in front of the Dean and, at worst, powerless to effect change
- Faculty who advocate for shared governance are met with retaliation such as targeted changes to teaching assignments, faculty duties, and workloads
- Faculty felt intimidated to attend the shared governance listening session
- LCL's dean has expressly stated that she will 'run out' faculty and staff who oppose her views
- After the LCL dean's renewal (following an initial five-year term), the dean allegedly sought retribution against those who expressed negative sentiments about her performance during the renewal review process
- The LCL dean allegedly denies faculty requests to perform outside activities based on political considerations and/or the dean's personal preference
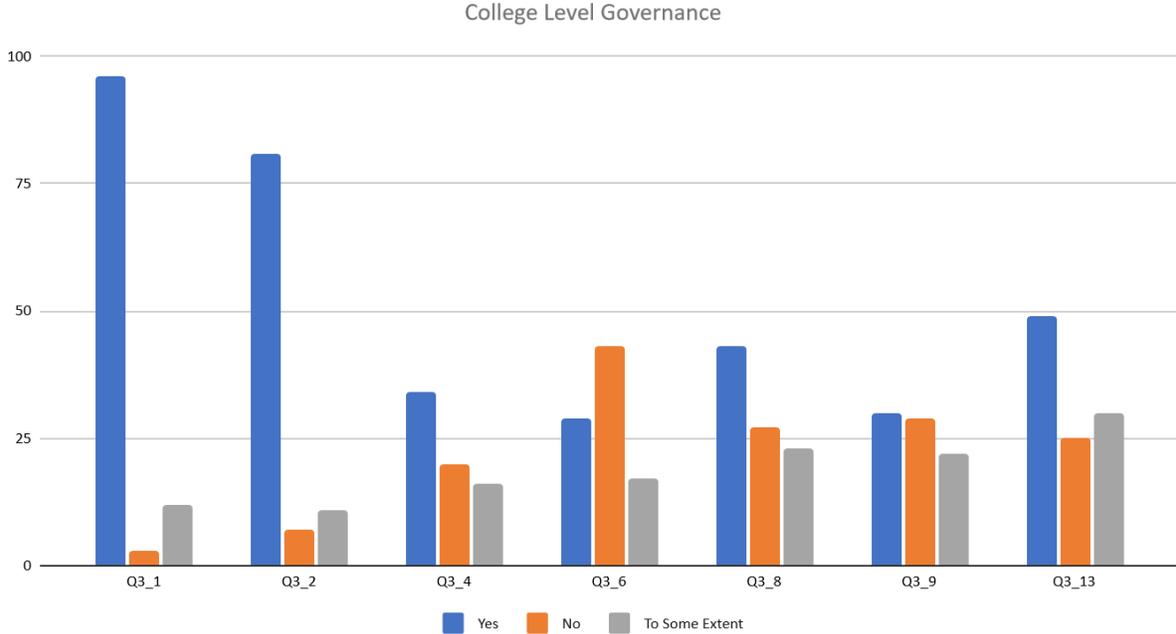
Attendees mentioned the following topics unrelated to college-level shared governance:

- Twenty-five faculty have left LCL, including all five African American faculty; those who left said they 'cannot teach here anymore'
- Faculty lack strong connections with each other, merely appearing on campus to teach
- Exams are now conducted remotely to reduce costs; this remote system does not use HonorLock or similar proctoring services, regardless of the possibility of academic misconduct

College of Medicine

College of Medicine includes both Jacksonville and Gainesville campuses

Results of Survey

College Level Governance

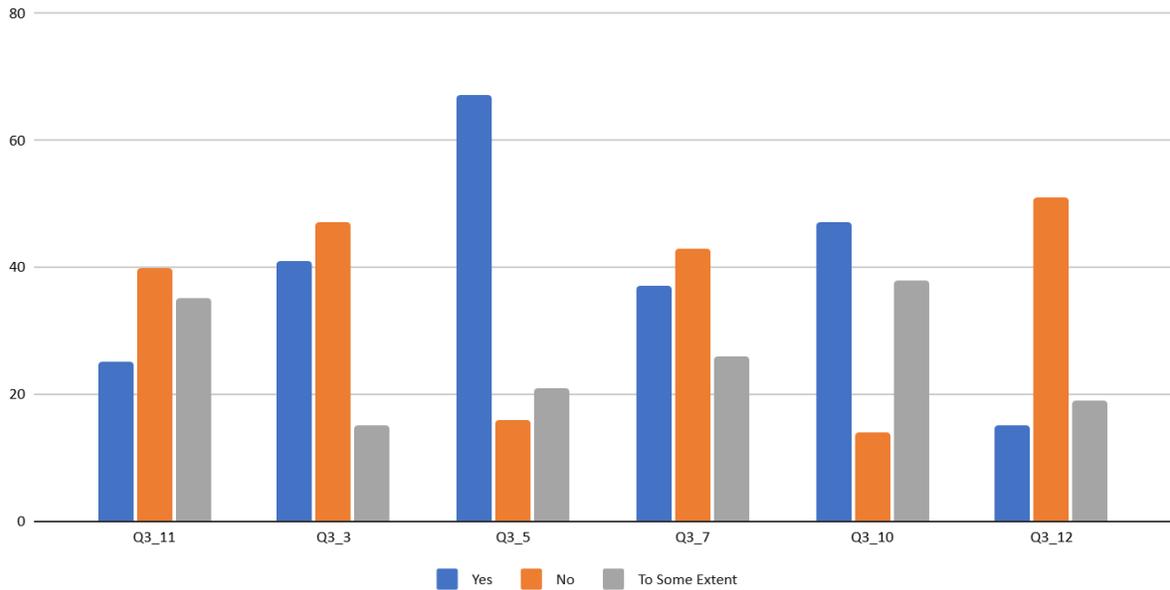| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
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| Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty? |
| Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges? |
| Q3_13 - Does your college encourage faculty participation in shared governance at the university level? |

General / Unit-Level Governance

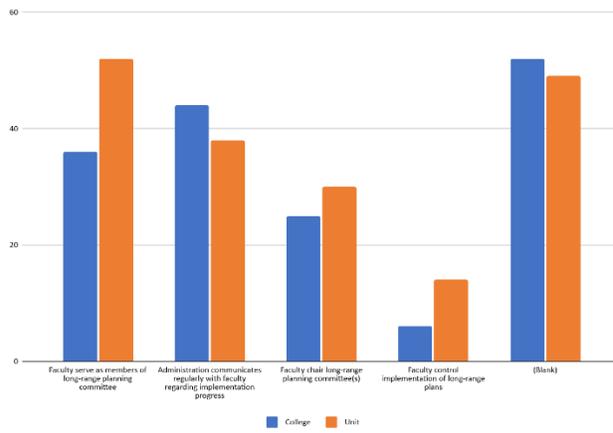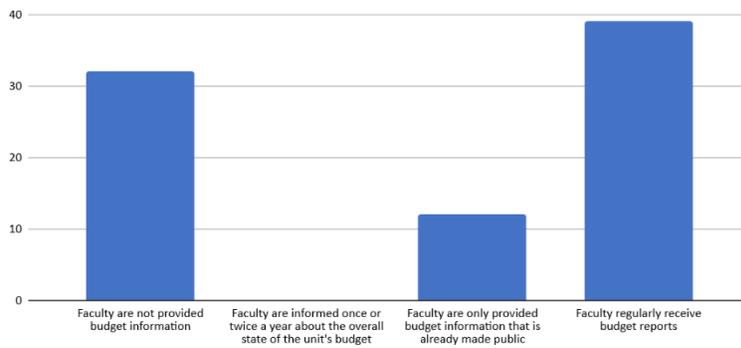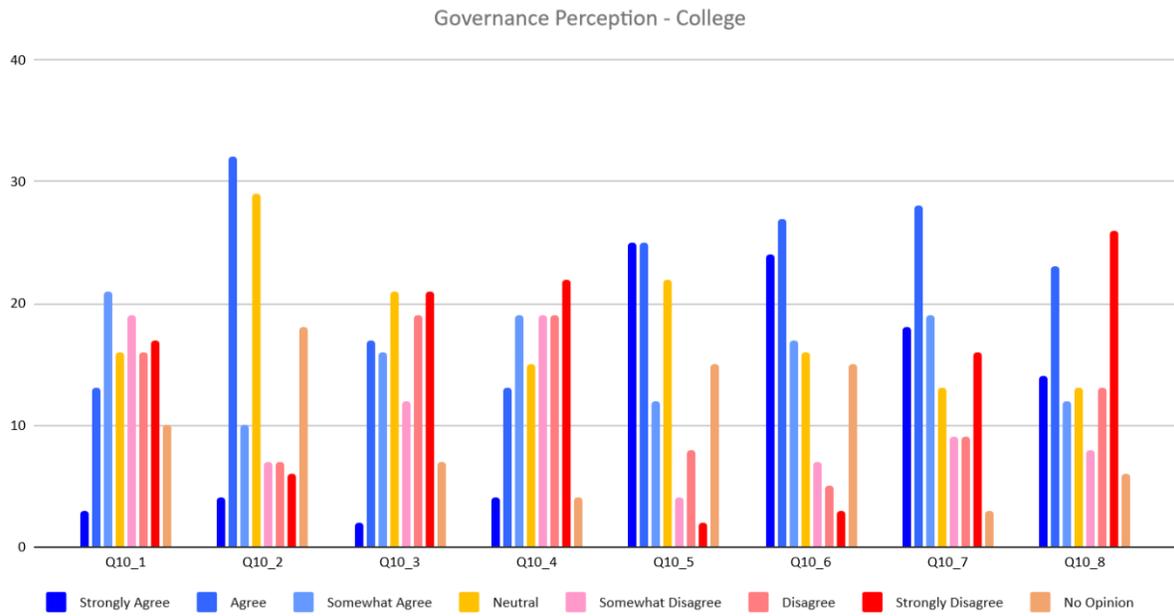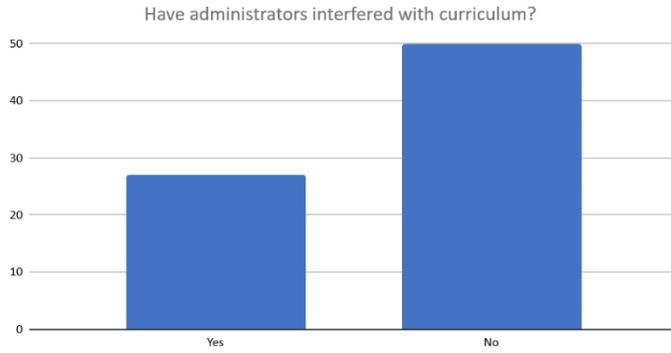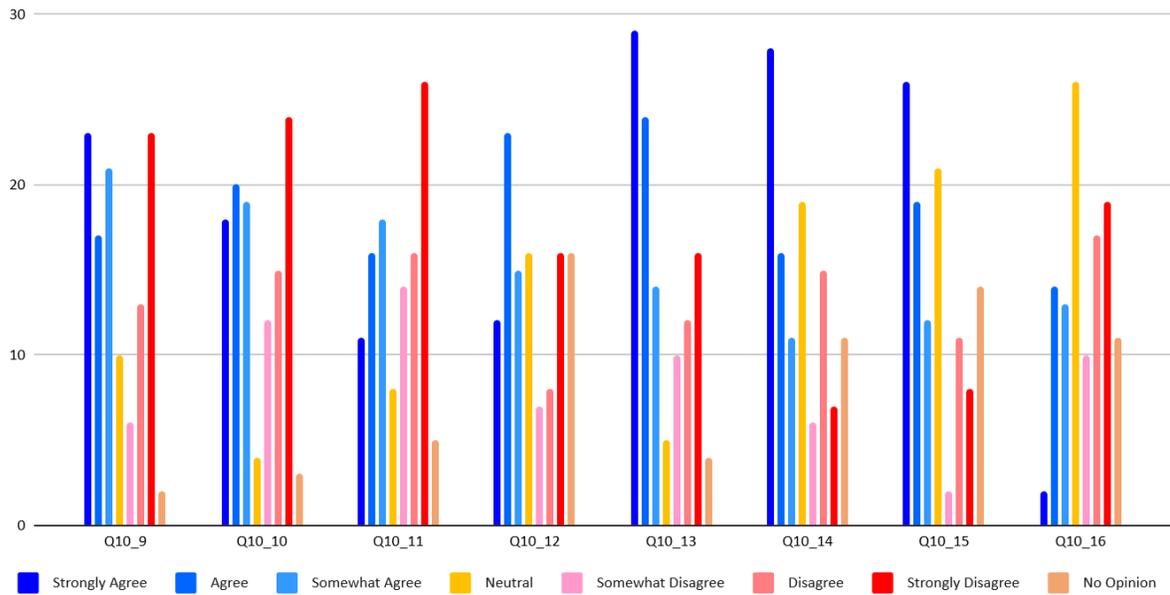| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

	College	Unit
Faculty serve as members of long-range planning committee	36	52
Administration communicates regularly with faculty regarding implementation progress	44	38
Faculty chair long-range planning committee(s)	25	30
Faculty control implementation of long-range plans	6	14
(Blank)	52	49

Budgeting

Faculty are not provided budget information	Faculty are informed once or twice a year about the overall state of the unit's budget	Faculty are only provided budget information that is already made public	Faculty regularly receive budget reports
32		12	39

Have administrators interfered with curriculum?

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
| Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs. |
| Q10_3 - I am pleased with the shared governance structure in my college. |
| Q10_4 - I feel my college is responsive when faculty voice concerns. |
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| Q10_7 - The unit / department administration has a good working relationship with the faculty. |
| Q10_8 - I am pleased with the shared governance structure in my unit / department. |

Governance Perception - Unit

Legend: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree, Strongly Disagree, No Opinion

| Q10_9 - I feel I am listened to when I voice concerns within my unit / department. |
| Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities. |
| Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective. |
| Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like. |
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| Q10_16 - Shared governance at UF works, in my experience. |
| Q10_16 - Shared governance at UF works, in my experience. |

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- Both the COM and the Department of Pediatrics have Faculty Councils
- COM faculty play a role in developing compensation/merit plans
- Faculty Councils evaluate deans and chairs, excluding JAX COM where senior leadership evaluations are in the process of being implemented
- Some college administrators embrace shared governance, while others do not

Attendees reported the following shortcomings of college-level shared governance:

- Although COM has a Faculty Council, college administrators often disregard the Council's input, especially on political or controversial topics, as well as on compensation-related matters
- COM administrators are not accountable to the faculty, nor do they communicate transparently; after decisions have been made, college leaders do not explain how or why they made these decisions
- Faculty recognize that the size and mission of COM pose structural challenges to shared governance but nevertheless feel that shared governance processes could be amended to enhance transparency and collaboration
- The Ladapo hiring and conflict of interest issues in late 2021 raised questions among many faculty about COM's policies and priorities
- COM faculty are not treated respectfully; those who raise issues, including issues about patient safety, are labelled as complainers or troublemakers
- Some COM faculty would like limits on leadership terms to prevent individuals from staying in chair and other administrative roles for decades or longer
- JAX COM faculty feel alienated from the rest of the university / college, lack a Tenure and Promotion Committee, and have no staff support for completing and submitting tenure and promotion portfolios
- COM is characterized by a substantial cultural divide between faculty and administrators

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
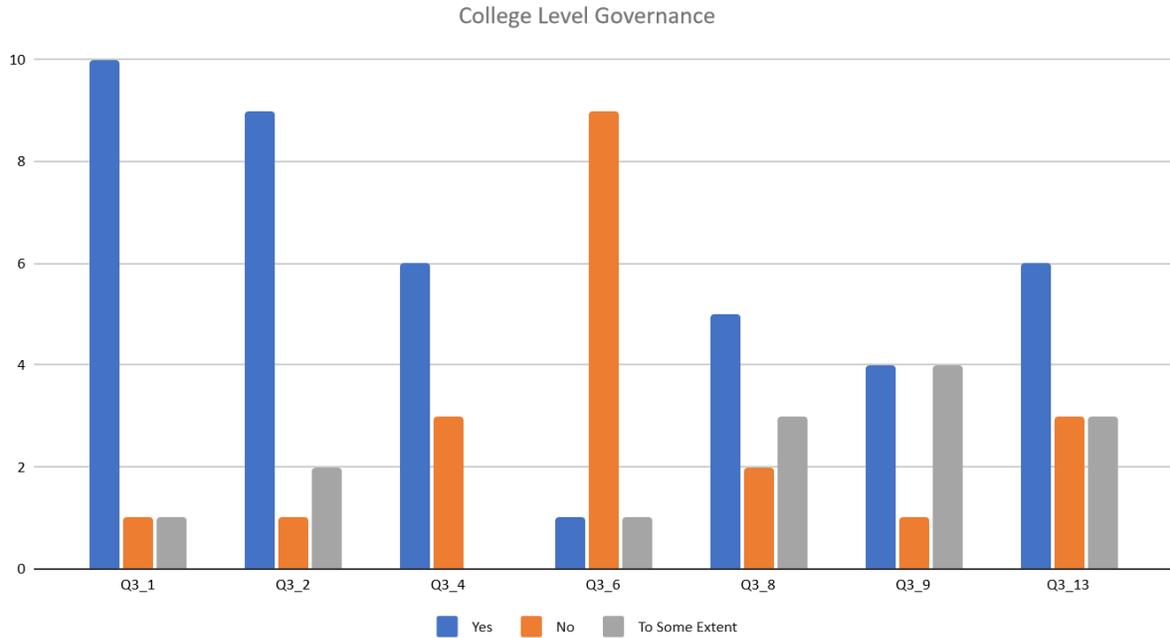
- COM faculty have been pressured to leave the university
- COM is characterized by a culture of fear, in which faculty are afraid to speak up lest they lose their job
- COM is facing litigation because of restrictions on faculty members' rights to appear as expert witnesses

Attendees mentioned the following topics unrelated to college-level shared governance:

- Faculty have to take FMLA to access sick leave

College of Nursing

Results of Survey

College Level Governance

	Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
Q3_1	Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance?
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General / Unit-Level Governance

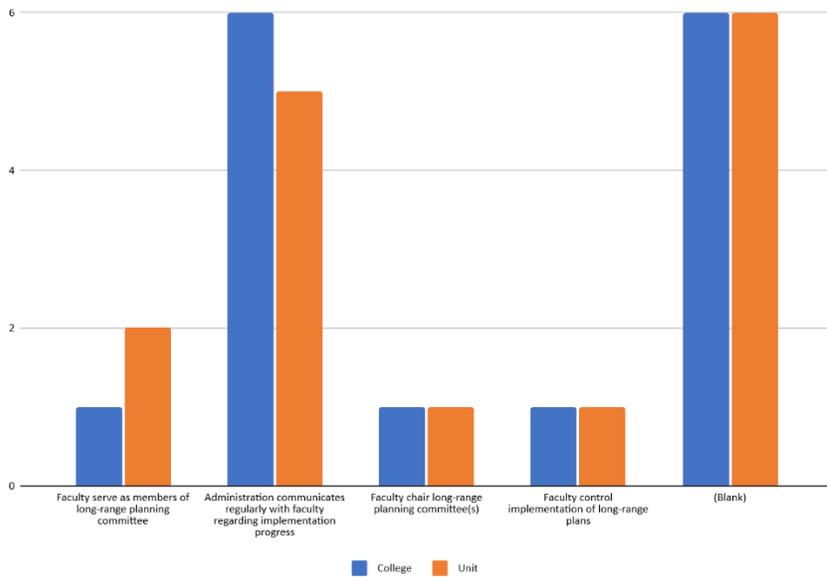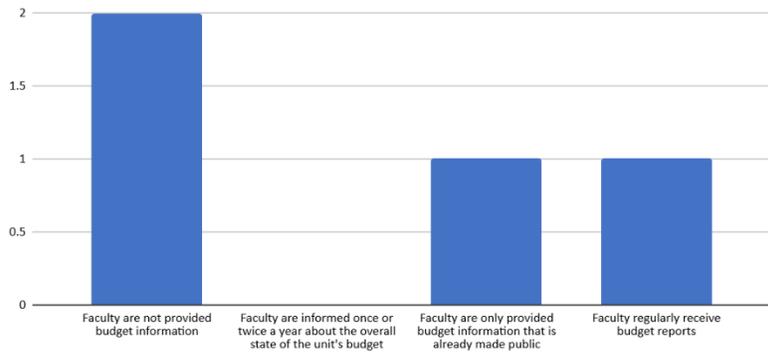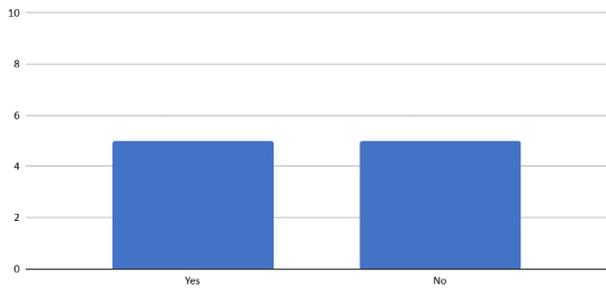| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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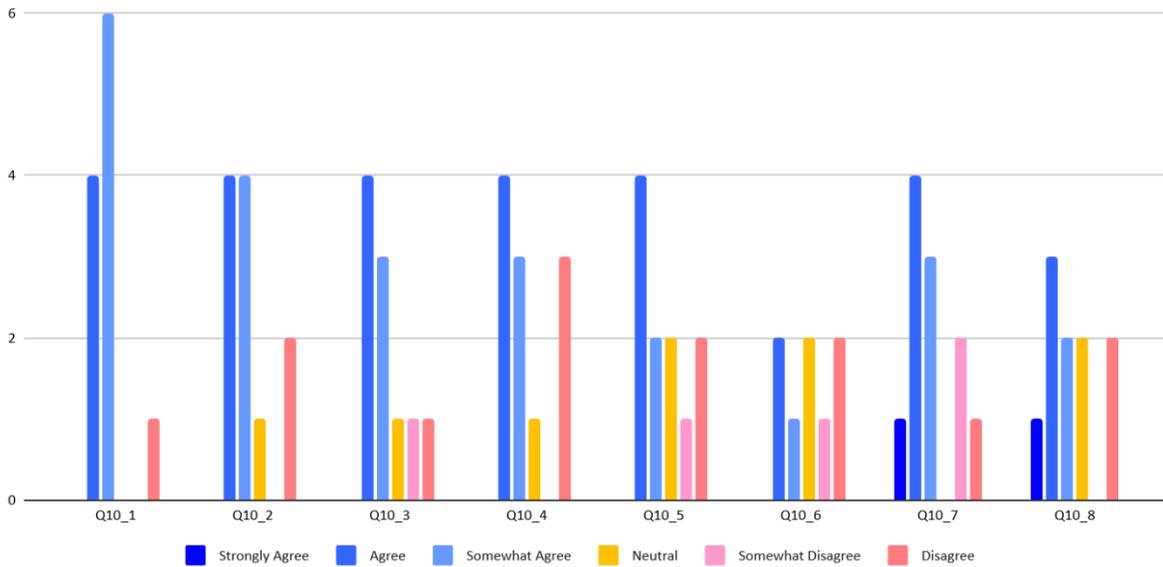## Long-Range Planning
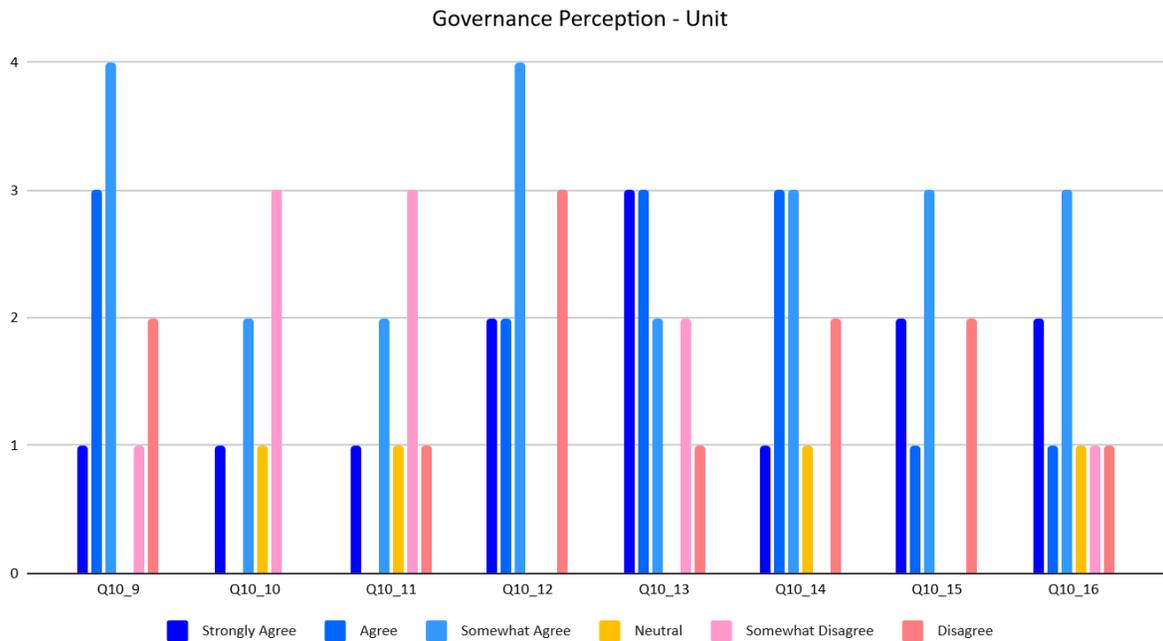

Legend: College, Unit

Budgeting

Have administrators interfered with curriculum?

Governance Perception - College

| Q10_1 - The college administration has a good working relationship with the faculty. |
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Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- N/A

Attendees reported the following shortcomings of college-level shared governance:

- The college lacks robust institutions of shared governance
- College governance has shifted from faculty to administrators, with top-down decisions determining most aspect of college life

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
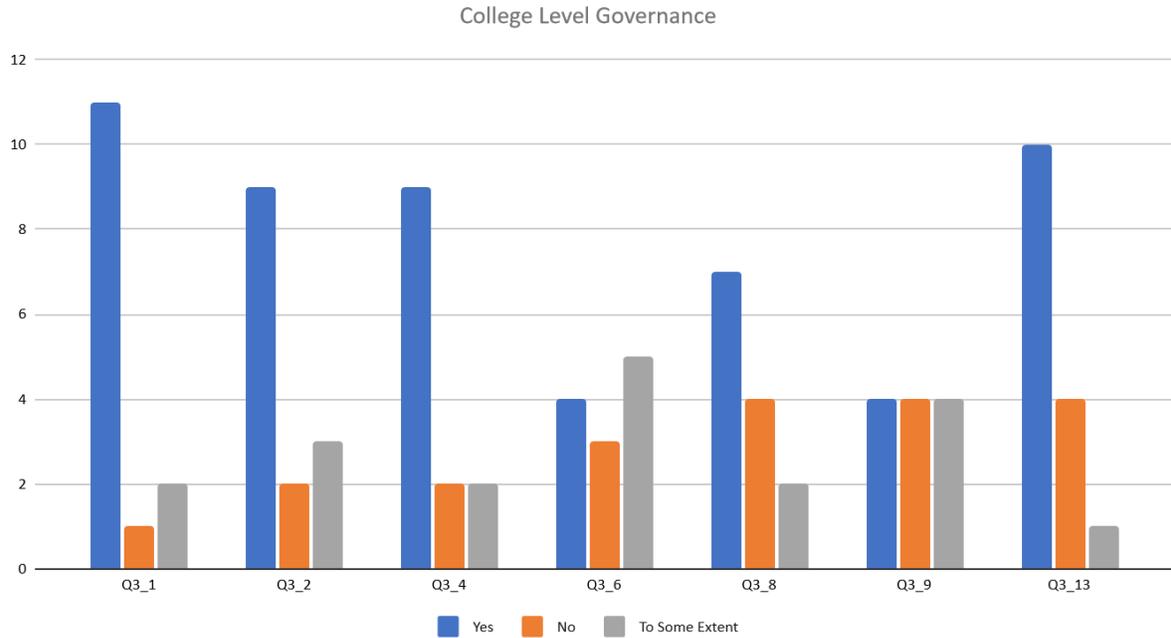
- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

College of Pharmacy

Results of Survey

College Level Governance

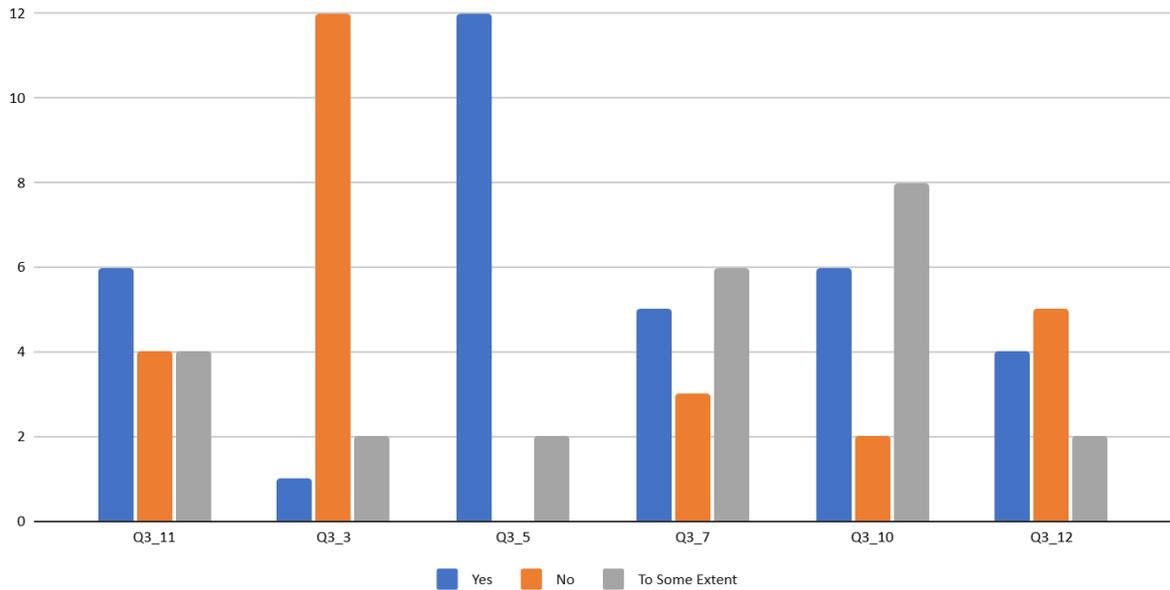| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
| --- |
| Q3_2 - Does your college have elected standing faculty committees? |
| Q3_4 - Does your college have a process to ensure that faculty serve on search committees for administrators? |
| Q3_6 - Does your college have a process by which faculty evaluate college-level administrators? |
| Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty? |
| Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges? |
| Q3_13 - Does your college encourage faculty participation in shared governance at the university level? |

General / Unit-Level Governance

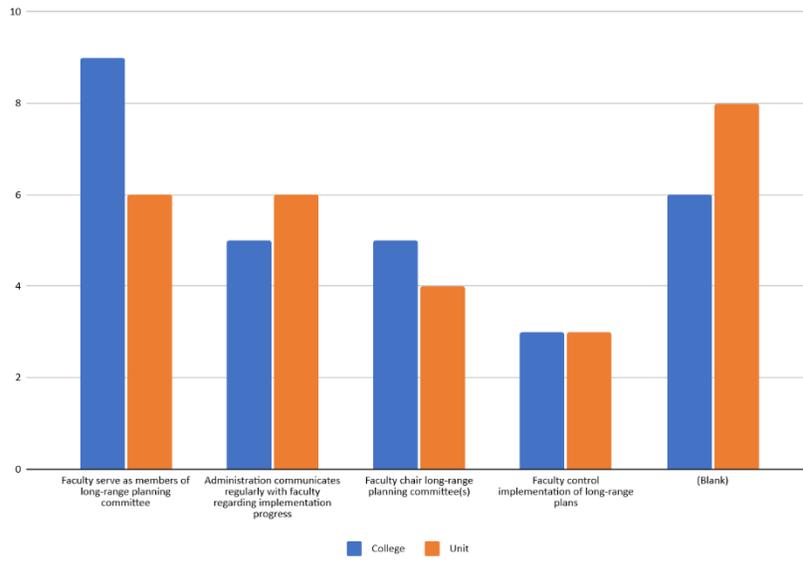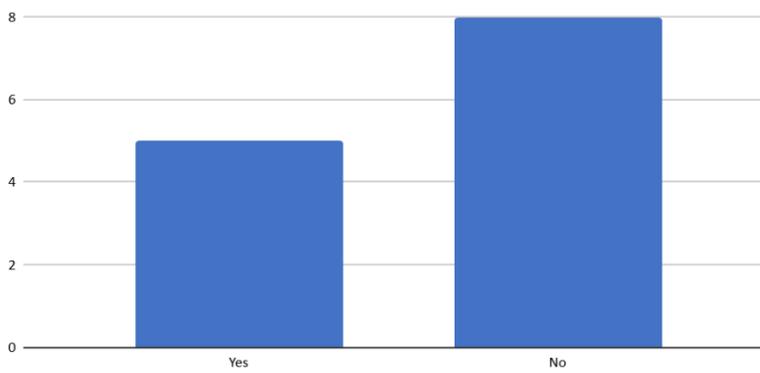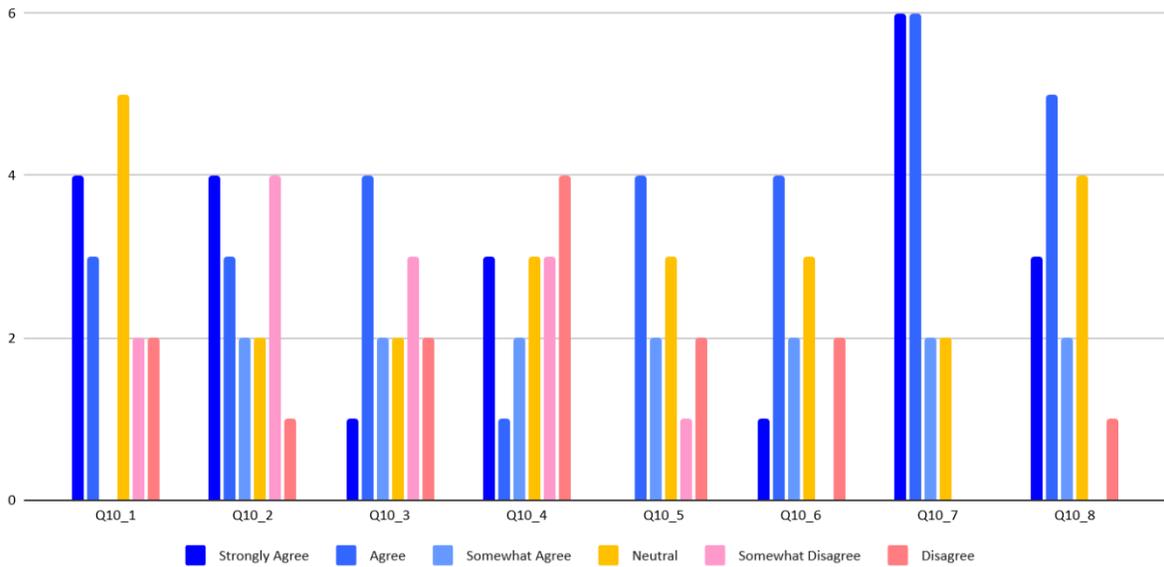| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
| Q3_3 - Does your unit / department have elected standing faculty committees? |
| Q3_5 - Does your unit/department have a process to ensure that faculty serve on search committees for faculty? |
| Q3_7 - Does your unit have a process by which faculty evaluate unit/department-level administrators? |
| Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content? |
| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

Faculty serve as members of long-range planning committee	Administration communicates regularly with faculty regarding implementation progress	Faculty chair long-range planning committee(s)	Faculty control implementation of long-range plans	(Blank)

■ College ■ Unit

Budgeting

Faculty are not provided budget information / Faculty are informed once or twice a year about the overall state of the unit's budget / Faculty are only provided budget information that is already made public / Faculty regularly receive budget reports

Have administrators interfered with curriculum?
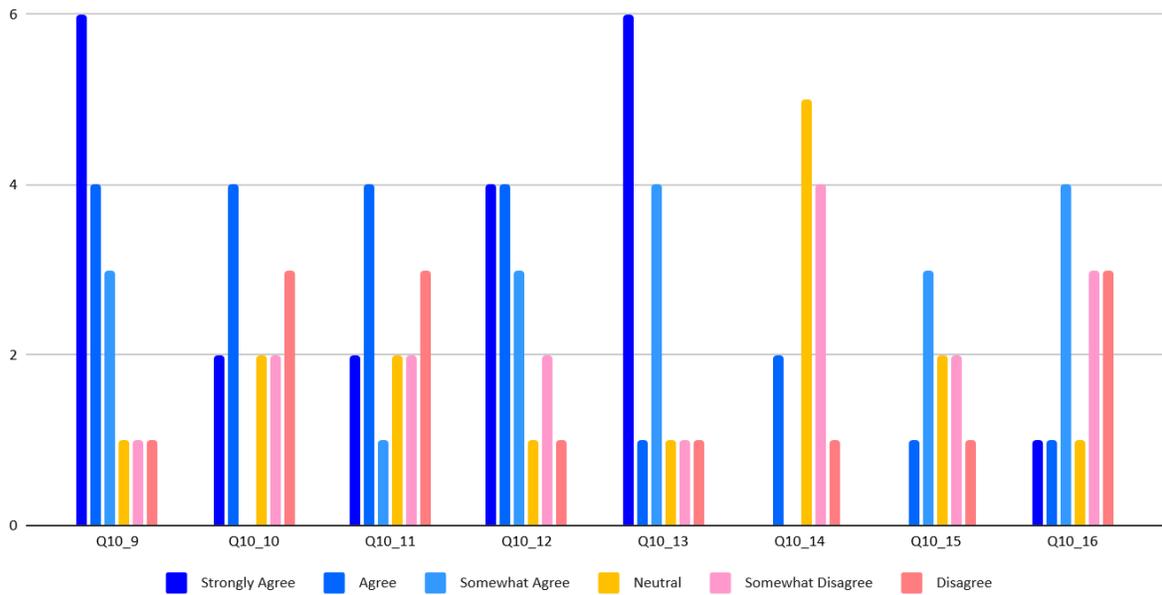

Yes   No

Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.	
Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.	
Q10_3 - I am pleased with the shared governance structure in my college.	
Q10_4 - I feel my college is responsive when faculty voice concerns.	
Q10_5 - Changes to my college's shared governance model are necessary.	
Q10_6 - Changes to my college's shared governance model would improve my satisfaction.	
Q10_7 - The unit / department administration has a good working relationship with the faculty.	
Q10_8 - I am pleased with the shared governance structure in my unit / department.	

Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
Q10_11 - My unit / department's process for informing faculty on budgets / priorities is effective.
Q10_12 -My unit / department has a process for faculty to provide input and decision-making on curricular matters, including the creation or termination of academic programs, specializations, concentrations, certificates, and the like.
Q10_13 - My unit / department has regular faculty meetings where important academic matters are routinely brought to the faculty for its approval.
Q10_14 - Changes to my unit's / department's shared governance model are necessary.
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- N/A

Attendees reported the following shortcomings of college-level shared governance:

- The College Committee is an appointed committee with minimal power

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
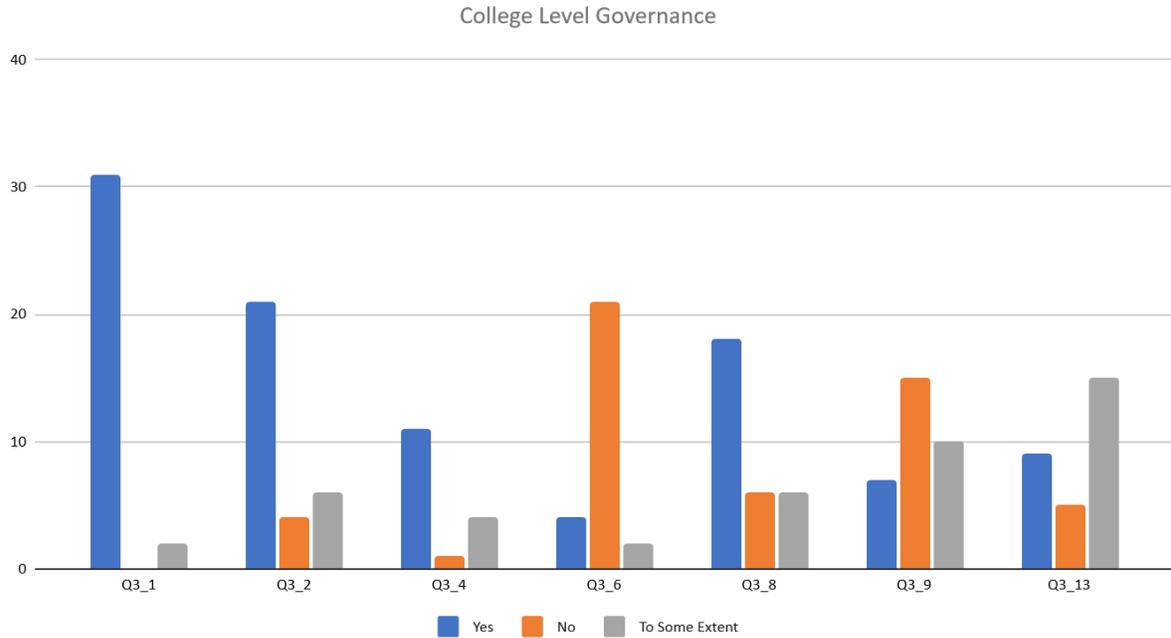
- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

Results of Survey

College Level Governance

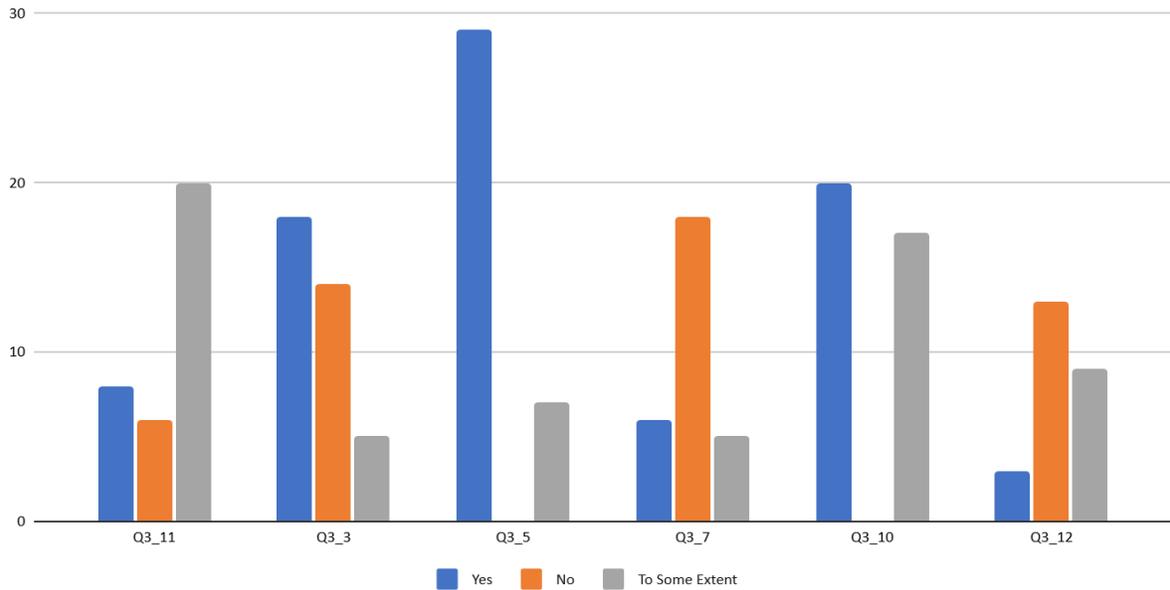| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
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| Q3_2 - Does your college have elected standing faculty committees? |
| Q3_4 - Does your college have a process to ensure that faculty serve on search committees for administrators? |
| Q3_6 - Does your college have a process by which faculty evaluate college-level administrators? |
| Q3_8 - Does your college have a procedure to ensure that faculty can place items on meeting agendas and/or call faculty meetings to discuss matters of importance to faculty? |
| Q3_9 -Are new faculty members provided information about college-level governance, such as the constitution, policies, or committee charges? |
| Q3_13 - Does your college encourage faculty participation in shared governance at the university level? |

General / Unit-Level Governance

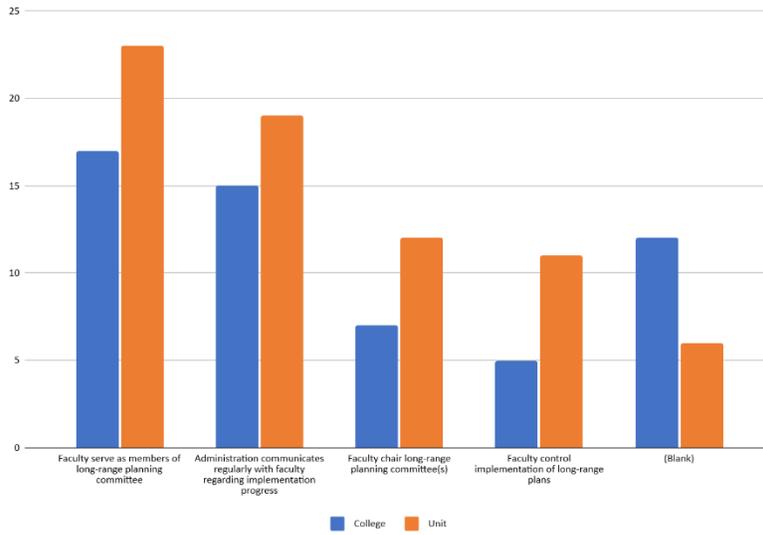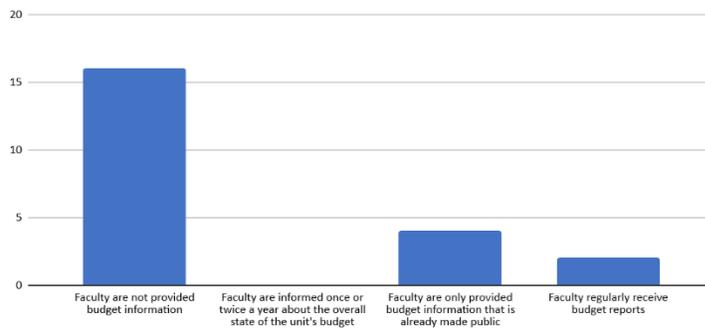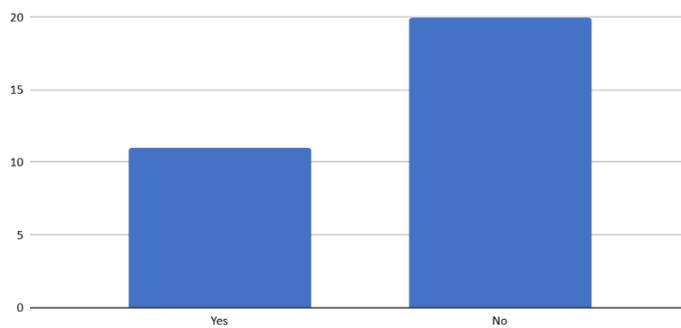| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
| Q3_3 - Does your unit / department have elected standing faculty committees? |
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| Q3_7 - Does your unit have a process by which faculty evaluate unit/department-level administrators? |
| Q3_10 - Do faculty in your unit/department control decisions about course curriculum and content? |
| Q3_12 - Does your unit/department have a formal metric to recognize and credit faculty participation in shared governance endeavors? |

Long-Range Planning

■ College	■ Unit

Categories (x-axis): Faculty serve as members of long-range planning committee; Administration communicates regularly with faculty regarding implementation progress; Faculty chair long-range planning committee(s); Faculty control implementation of long-range plans; (Blank)

Budgeting

Categories (x-axis): Faculty are not provided budget information; Faculty are informed once or twice a year about the overall state of the unit's budget; Faculty are only provided budget information that is already made public; Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories (x-axis): Yes; No

Governance Perception - College

Strongly Agree   Agree   Somewhat Agree   Neutral   Somewhat Disagree   Disagree   Strongly Disagree   No Opinion

Q10_1 - The college administration has a good working relationship with the faculty.
Q10_2 - The college's representative faculty body is of appropriate size to be responsive to faculty needs.
Q10_3 - I am pleased with the shared governance structure in my college.
Q10_4 - I feel my college is responsive when faculty voice concerns.
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Governance Perception - Unit

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
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Q10_14 - Changes to my unit's / department's shared governance model are necessary.
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Sessions

Attendees described the following strengths of college-level shared governance:

- PHHP faculty feel optimistic that the new dean will encourage shared governance and lead the college in a less hierarchical fashion

Attendees reported the following shortcomings of college-level shared governance:

- PHHP is working through issues of transparency and distrust that originated with prior deans
- PHHP faculty did not have enough input on the choice of the current dean
- PHHP's governance structures are a work-in-progress; the college's unique tenure standards and dual business models pose an obstacle to quickly and easily developing these structures
- The administration is more supportive of shared governance efforts in areas where grant funding is essential
- PHHP faculty receive no information or opportunities for input on the college's budget
- PHHP faculty have no mechanism for putting items on faculty meeting agendas
- Faculty are eager to participate in shared governance but currently lack the structure and policies required to make shared governance a reality

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:
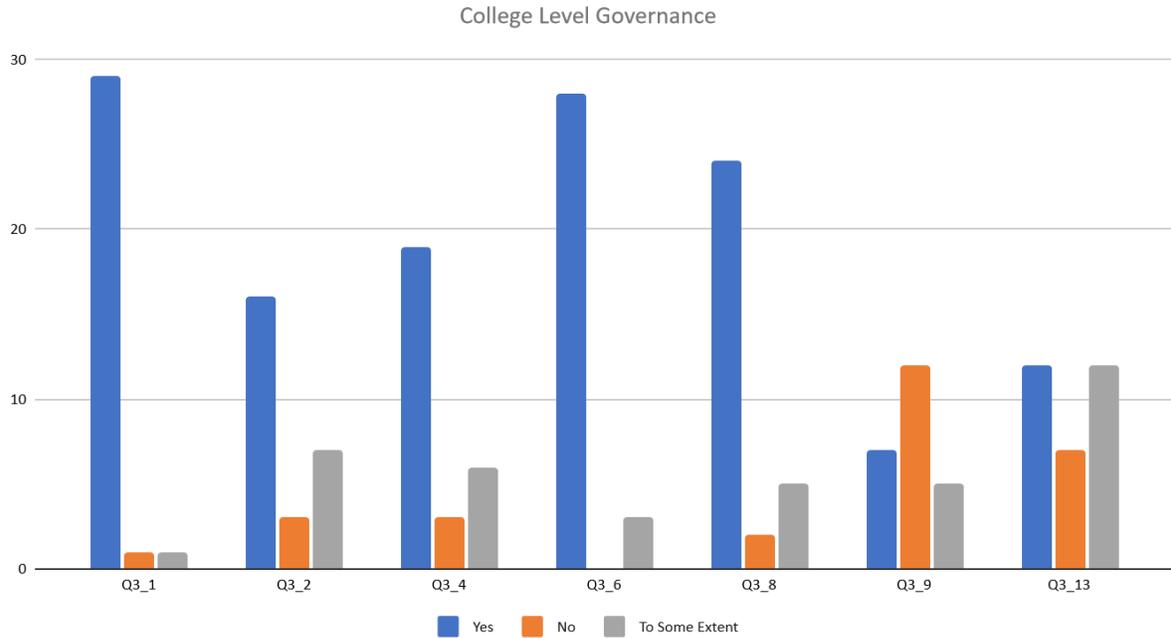
- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- N/A

College of Veterinary Medicine

Results of Survey

College Level Governance

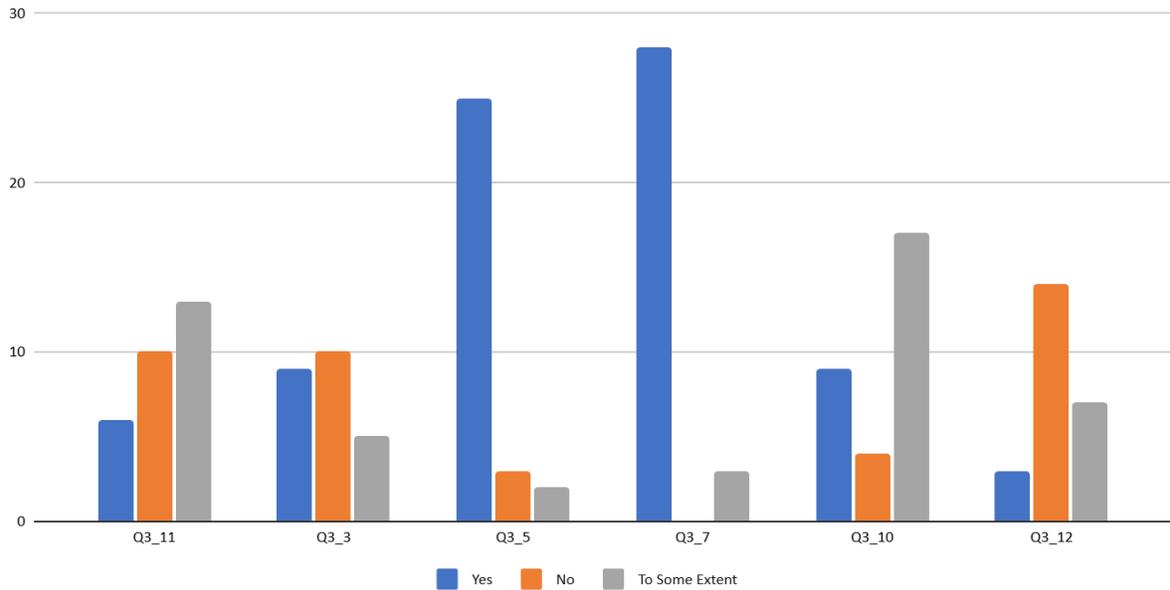| Q3_1 - Does your college have an elected representative faculty body (e.g., faculty council) to guide and implement shared governance? |
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General / Unit-Level Governance

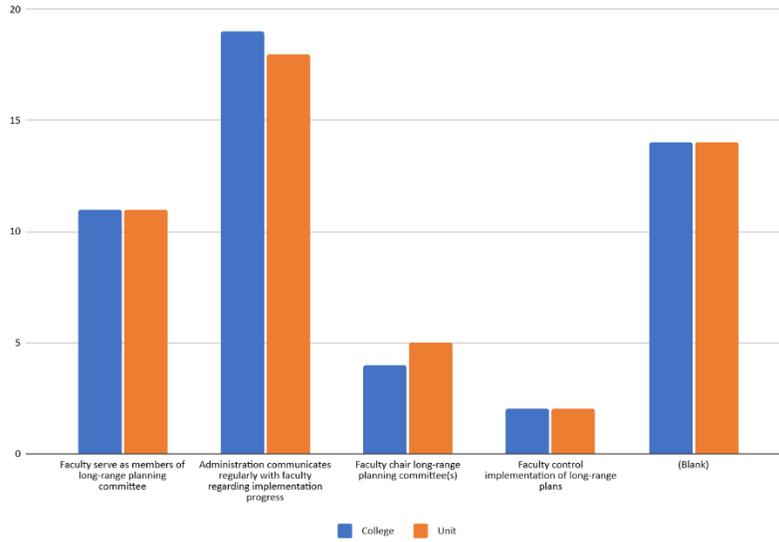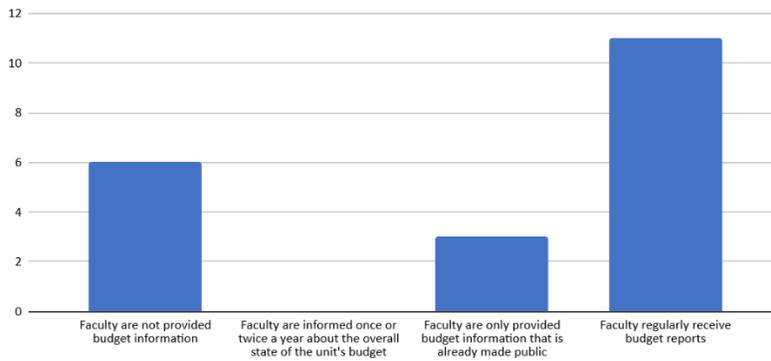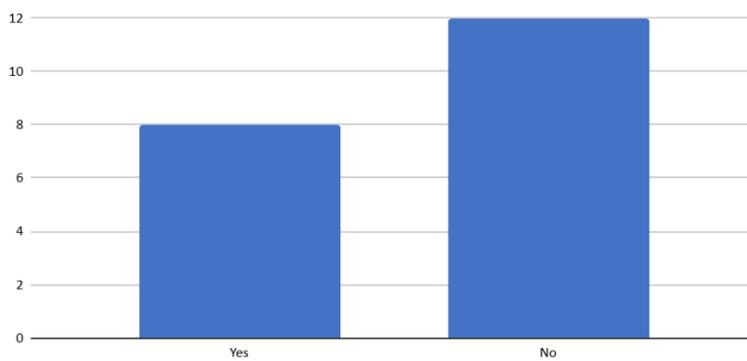| Q3_11 - When you have participated in shared governance, do you feel that the administration valued your time and input? |
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Long-Range Planning

Legend: ■ College ■ Unit

Categories (x-axis):
- Faculty serve as members of long-range planning committee
- Administration communicates regularly with faculty regarding implementation progress
- Faculty chair long-range planning committee(s)
- Faculty control implementation of long-range plans
- (Blank)

Budgeting

Categories (x-axis):
- Faculty are not provided budget information
- Faculty are informed once or twice a year about the overall state of the unit's budget
- Faculty are only provided budget information that is already made public
- Faculty regularly receive budget reports

Have administrators interfered with curriculum?

Categories (x-axis):
- Yes
- No

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Governance Perception - College

Q10_1 - The college administration has a good working relationship with the faculty.
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Q10_8 - I am pleased with the shared governance structure in my unit / department.

Governance Perception - Unit

Legend: Strongly Agree · Agree · Somewhat Agree · Neutral · Somewhat Disagree · Disagree · Strongly Disagree · No Opinion

Q10_9 - I feel I am listened to when I voice concerns within my unit / department.
Q10_10 - My unit / department has a process for faculty to be informed of budget decisions / priorities.
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Q10_14 - Changes to my unit's / department's shared governance model are necessary.
Q10_15 - Changes to my unit's / department's shared governance model would improve my satisfaction.
Q10_16 - Shared governance at UF works, in my experience.

Results of Listening Session

Attendees described the following strengths of college-level shared governance:

- VetMed has a Faculty Council consisting of the college's Senators; Senators are assigned / appointed by associate deans based on recommendations from departmental chairs
- The clinical wing of VetMed receives consistent, transparent budget information; the research and departmental wings do not receive budget information
- UF Health generally allows VetMed to govern its own affairs
- VetMed provides faculty with mechanisms to express their opinions though faculty lack confidence that administrators hear or act on these opinions
- Faculty have significant influence on the outcome of job searches
- The VetMed constitution requires that the Faculty Council conducts performance evaluations of administrators; the results of these evaluations are reviewed by the VPs of IFAS and UF Health; faculty say this evaluation process 'works well'

Attendees reported the following shortcomings of college-level shared governance:

- Elections for shared governance roles are generally unnecessary in VetMed, as the college has difficulty finding enough volunteers to fill positions. The difficulty stems from the following factors
    - Many VetMed faculty are disenchanted with shared governance, especially since the difficult COVID years, and feel that administrators don't listen to faculty concerns
    - New VetMed faculty are not provided with training or onboarding related to shared governance processes
    - Clinicians' tight schedules do not permit regular participation in shared governance activities; even those clinicians who wish to participate in shared governance worry that their work will, at best, be unrecognized or uncompensated and, at worst, will put additional, burdensome clinical responsibilities on their colleagues
- VetMed faculty neither receive information nor provide input on budget matters, save for the Veterinary Hospital, where a budget report is available annually; all budgetary decisions are made by top-level administrators
- Many VetMed faculty lament a lack of transparency around college-level decision making; faculty feel that administrators are often unduly influenced by both state politics and the Health Science VP; they also believe that the college operates at a disconnect from central university administration
- College-level strategic planning is being guided, in part, by an outside firm with insufficient faculty input; those involved in the strategic planning process feel that administrators show insufficient regard for faculty concerns
- Faculty feel that their shared governance representatives and their administrators receive differing, occasionally conflicting information and draw differing, occasionally conflicting conclusions from that information
- VetMed's current administrative evaluation process consists of an opinion survey; faculty suggest revising this process as a formal evaluation

Attendees reported the following instances of retaliation and/or efforts to suppress shared governance:

- N/A

Attendees mentioned the following topics unrelated to college-level shared governance:

- Faculty morale is low
- Central UF administration appropriates VetMed revenues to fund other campus projects, making some in the college feel like fundraising is a pointless endeavor